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ABSTRACT

This planning document provides data on current operations as of January 1994 and goals for the future at San Joaquin Delta College, in California. Section I, presents the context for planning at the college, describing the following major factors shaping the college's future: (1) the population is rapidly expanding; (2) fee increases and reductions in base support will impact enrollment projections; (3) the college's student body will be ethnically transformed; (4) a larger number of economically and educationally disadvantaged students will attend; and (5) declining agricultural and manufacturing sectors will create a need for more occupational training programs. Section II presents the college mission statement, and section III offers institutional goals for the near term future regarding instructional quality; student access and success; community relations; governance issues; quality of facilities and equipment. Section IV then provides specific operational plans related to facilities, computer services, matriculation, instruction plan, student services, affirmative action, and faculty and staff diversity. Section V provides statistics on indicators of progress, including student access, student success, student satisfaction, equity and affirmative action, and the college's fiscal condition. The final section, reviews three major enhancements to the college's planning system that should be accomplished to ensure a successful future: establish a rigorous program review system, expand current plans into a system of management by objectives, and integrate planning and budgeting.

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Planning for the Future

at San Joaquin

Delta College



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Introduction

"When you come to a fork in the road....take it." Yogi Berra

That's an amusing quote, but unfortunately it describes the state of planning at many colleges. Anticipating the future is hard to do. Making the changes that will prepare for it is even tougher.

We must begin by realizing that a decade from now, our college district will be a different place than it is today. We are in the midst of an explosion of population growth that will have far reaching impact on everything from traffic congestion and real estate prices to school enrollments and jobs.

Between 1990 and 2005, the San Joaquin County population is projected to grow from 481,000 to 780,000, an amazing increase of 62%—much greater than the state as a whole.

There will be more to this change than just additional people. During the next decade the ethnic composition of our community will be transformed. In 1988, whites outnumbered all minorities combined by a ratio of two to one. But by 2005, minorities will collectively be in the majority.

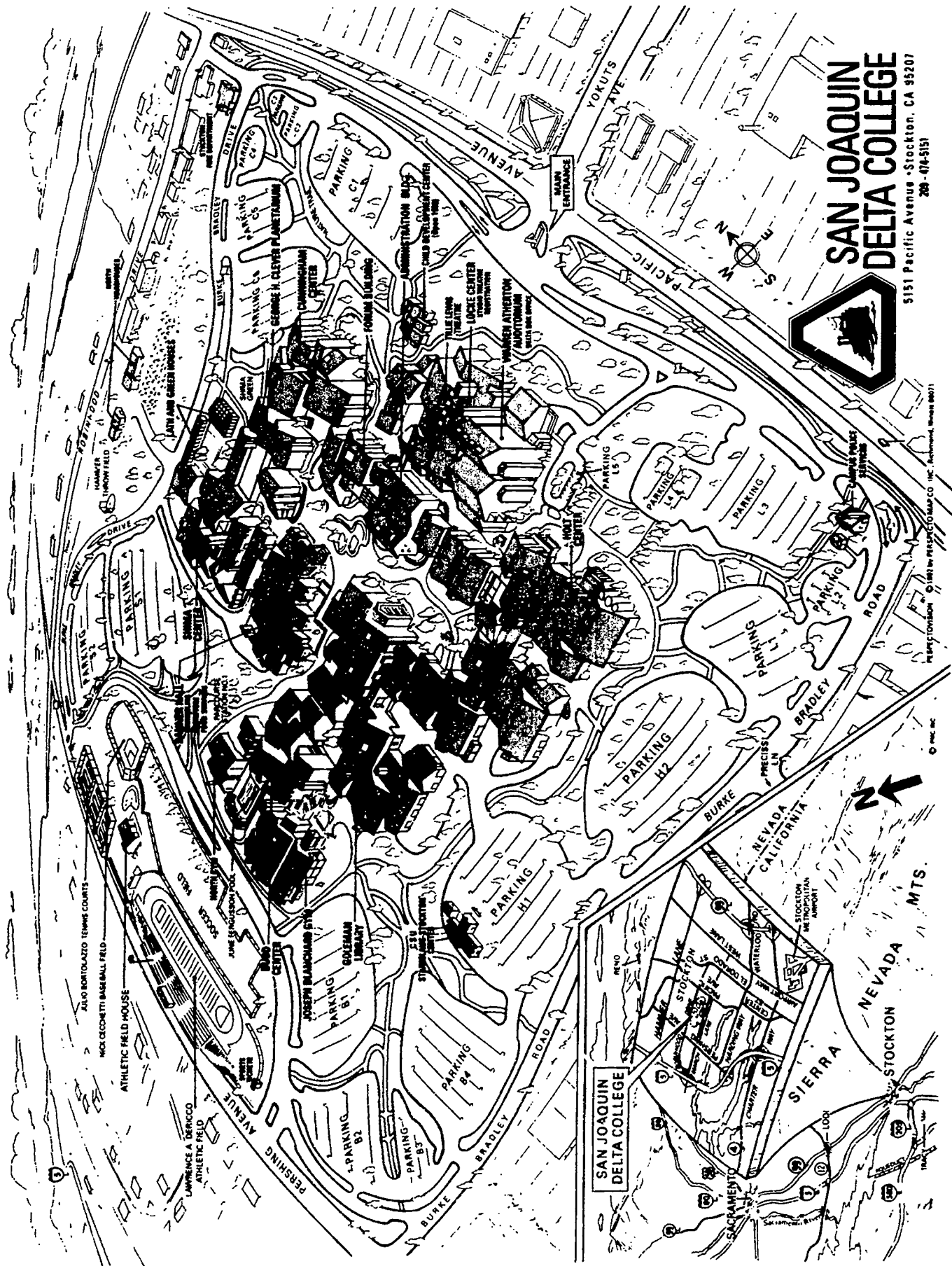
These changes will be mirrored in a much larger and more ethnically diverse student body at Delta College. But how much larger? How many buildings will we need? How many new faculty should we hire? Normally accurate enrollment projections tell us we can expect our present enrollment of 18,000 students to increase to 32,000 by 2005, but these are not normal times. The financing of California's public education is in a serious crisis, and there is no solution in sight. During the past two years Delta College has been hit by major funding reductions and our students have absorbed large fee increases. Additional funding reductions and fee increases are likely. The fee increases reduce the number of students who can afford to go to college, and the funding reductions impair our ability to serve them; so traditional projections—and the plans based on them—are no longer valid.

In addition, new technology is changing the ways in which education is delivered and institutions operate. Changes in the job market demand changes in the job training we provide. And changes in the admission policies at the state's universities could divert more students to the community colleges, where we may or may not be able to serve them.

These are just some of the uncertainties we are facing as we try to plan for an increasingly problematic future. But as difficult and uncertain as planning has to be, it is something we must do. Otherwise, we, too, we will be baffled by every fork in the road.

L. H. Horton, Jr.
Superintendent / President

January 1994



SAN JOAQUIN DELTA COLLEGE

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209-474-5151

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I THE CONTEXT: MAJOR FACTORS SHAPING THE COLLEGE'S FUTURE

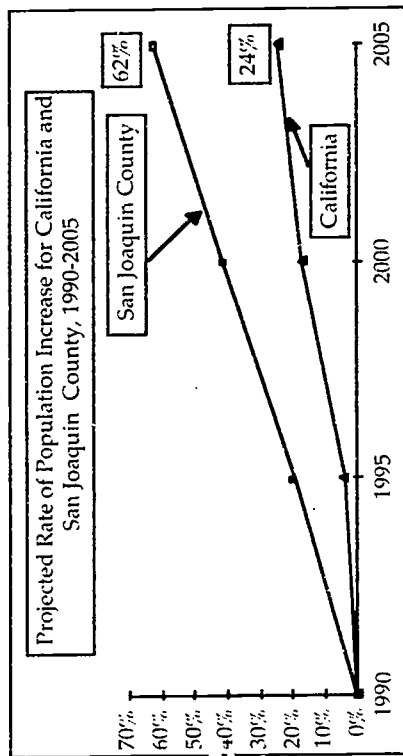
To plan for the future requires knowing what it will be like.

In the next decade the College will be impacted by greater changes than it has seen throughout its history:

1. The District's Population is Expanding Rapidly.

Between 1990 and 2005, the population of San Joaquin County (which supplies 97 percent of Delta's students) will increase by 62 percent—more than twice the statewide increase of 24 percent.

Figure 1



2. But the Number of Students We Can Expect to Apply—or Be Able to Serve—is Uncertain.

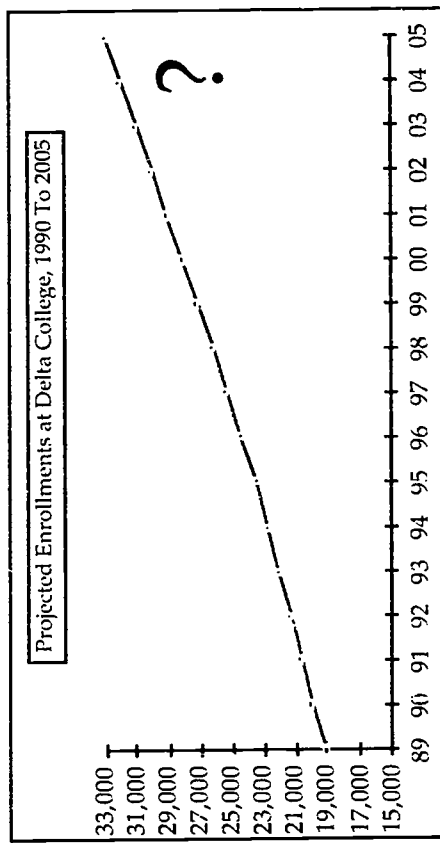
The most basic planning task is to translate this inevitable population growth into enrollment projections. Normally, it is possible, using population data and historical participation rates, to make reasonably accurate projections of community college enrollments. When such a projection is made for the SJDC District, it forecasts that Delta's current enrollment of 18,000 will increase to 32,000 by 2005. But new uncertainties alter the assumptions on which these projections are based, and make them unreliable.

First, the evidence of recent years makes it clear that fee increases have a major depressing effect on enrollments. That occurred in 1983, it occurred in the spring of 1993, and it occurred again following the most recent recently enacted fee increases. It is difficult to predict how long the effect will last.

Second, and possibly countering some of the depressing effect that our own fee increases are having on enrollment, even larger fee increases at UC and CSU may cause a substantial diversion of students from the universities to the community colleges.

Third, the state's chronic budget crisis has resulted in a significant reduction in the College's base support, and additional reductions are likely. This means that even if enrollment demand rises as a result of population increases and diversion from the universities, the College may not have the resources to serve all the students who want to attend.

Figure 2



Thus one of the key elements in preparing for the future—the number of students to be served—instead of being a basic planning parameter is a now a major uncertainty.

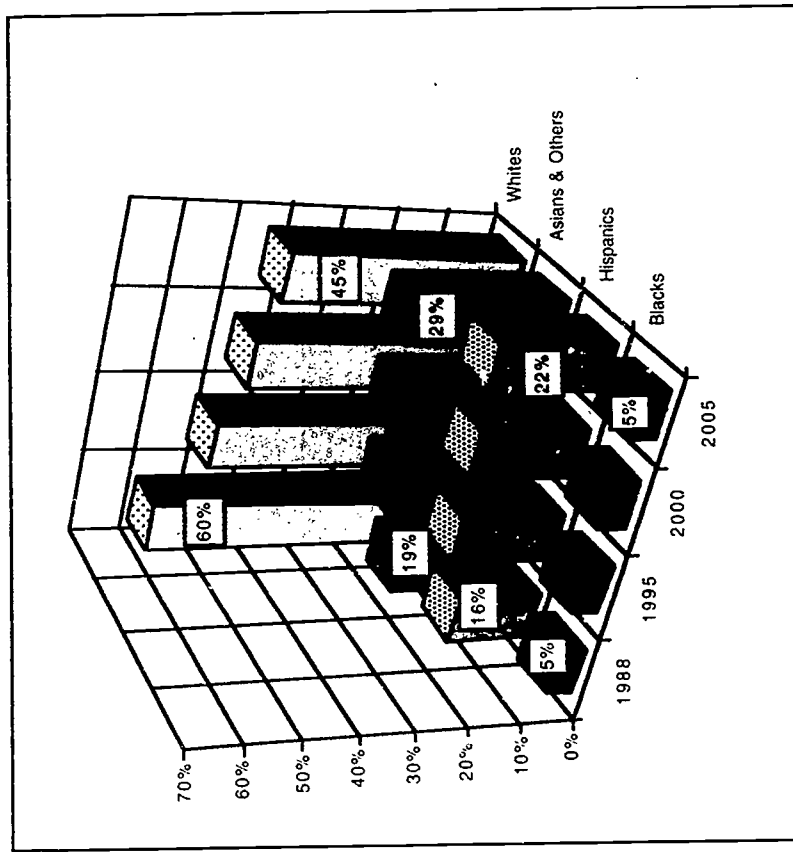
2 The Context

3. The District Population and the College's Student Body Will Be Ethnically Transformed.

Not only will the District's population expand dramatically, its ethnic composition will be transformed. This change will, of course, be mirrored in the Delta College student population. In 1988, white students outnumbered students from all minority groups combined by a margin of two-to-one. But by 2005, white students will be in the minority.

Figure 3

Projected Delta College Enrollments, By Ethnicity, 1988-2005



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4. The College Will Be Called Upon to Serve an Increasing Number of Economically and Educationally Disadvantaged Students.

The ethnic transformation of the population will not be simply an interesting change in the racial complexion of the community. Because many ethnic minority students come from economically and educationally disadvantaged backgrounds, and homes where English is not the primary language, their educational needs are larger, and they present a greater challenge to the College.

The home and school preparation of many of the students who will be attending Delta College puts them at a major disadvantage. Two-thirds of the high school students from the local area score well below the 50th percentile on the California Assessment Program reading (and math) tests.

Figure 4

Local School District Ranks on 12th Grade California Assessment Program (CAP) Reading Scores, 1989*

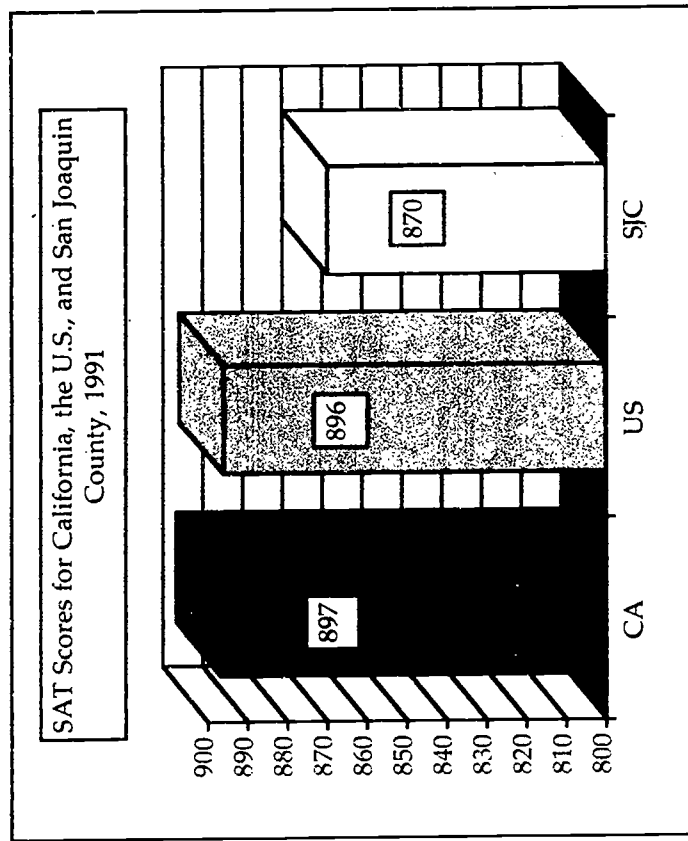
School District	State Percentile Rank	% of County Students in District	Totals
Lincoln	63	9%	25%
Ripon	55	2%	
Manteca	54	14%	
50th %ile Lodi	32	25%	69%
Linden	27	2%	
Tracy	22	8%	
Stockton	1	34%	

*Latest tests given.

This disadvantage in preparation is further reflected in local students' poor performance on the SAT.

15
3.

Figure 5

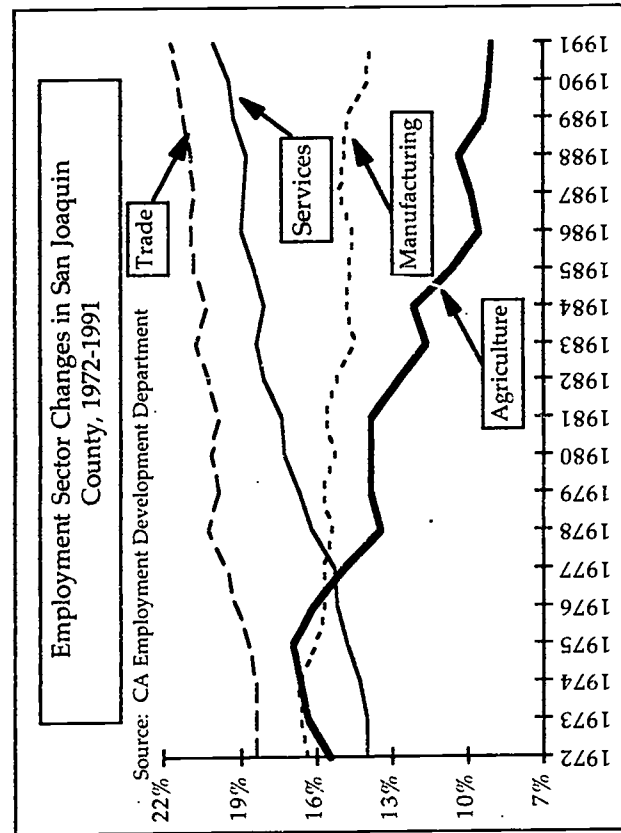


However, the economic future of both San Joaquin County and the state at large depends on these students becoming educated, productive members of society. Because the community colleges will be the principal avenue of access to postsecondary education for these students, these institutions will be playing a pivotal role in the economic future of the state.

5. The College Must Serve a Community Where the Agricultural and Manufacturing Sectors of the Economy are Declining.

With the continuing decline in agriculture as a percent of the local economy, workers must develop new skills in service and high tech fields. In planning for the future, the College must insure that its occupational training programs are responsive to this need.

Figure 6



6. The College Must Provide Educational Services to a Community With a Stagnant Economy and High Unemployment.

The combination of the decline in agriculture, the scarcity of other industries, and the protracted recession have prevented any improvement in the chronic problems of seasonal work and high unemployment. The College, through its financial aid and re-training programs, must make whatever contribution it can to this major community need.

Figure 7

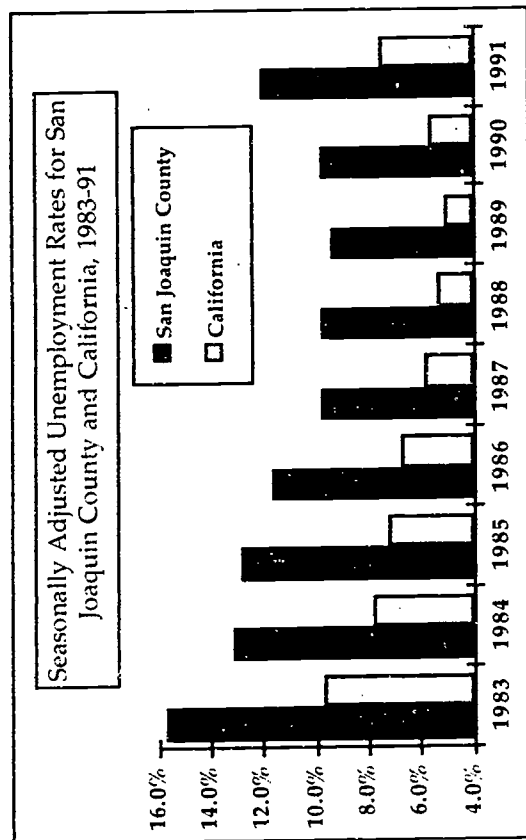
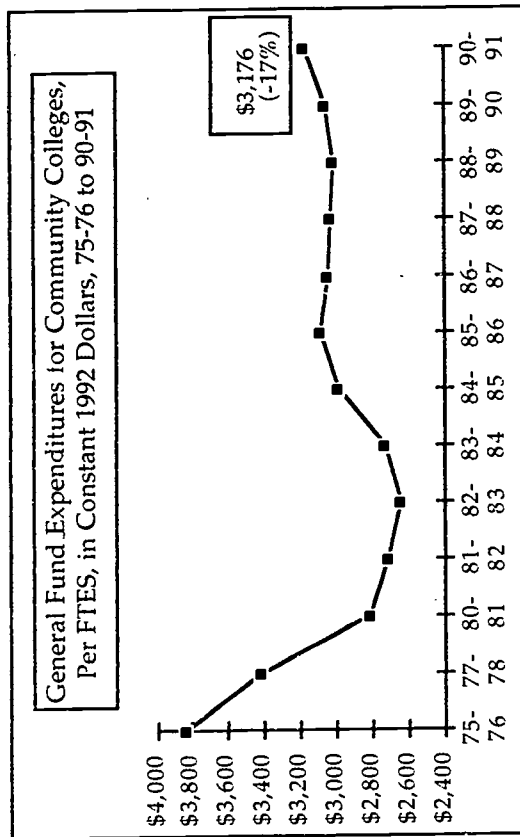


Figure 8



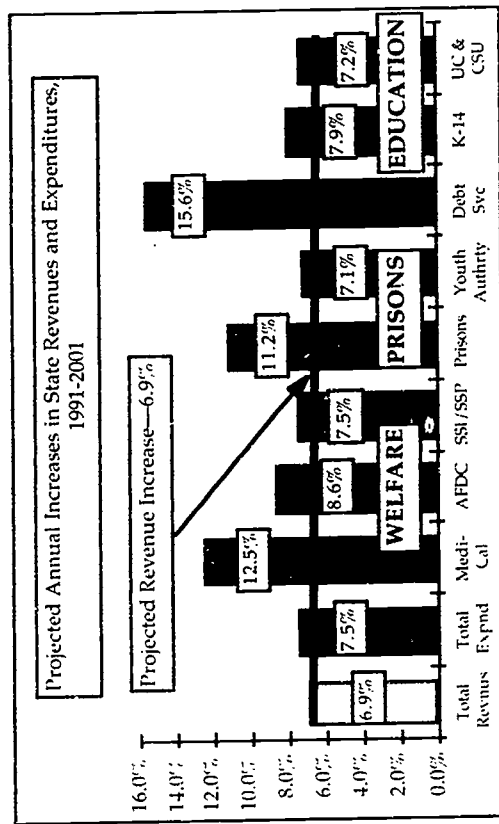
7. The College Must Confront All These Problems With Declining Resources.

Against the many unknowns is the one virtual certainty that there will be fewer resources to deal with these formidable problems. As it plans for the future, the College will have to search for ways to do more with less.

California's community colleges have less to spend per student now than they did in 1975, and the persistent crisis in public sector funding at the state level means additional reductions are likely.

Although the continuing recession has been the precipitating factor in the current crisis of public sector funding, the state's serious fiscal problems will not disappear when it ends. The fundamental problem, as indicated in Figure 9, is the structural imbalance between the state's statutory obligation to fund services for sectors of the population (welfare, prisons, education) that are increasing faster than revenues can keep pace with them.

Figure 9



8. However, as the College confronts these major challenges, it is not without major strengths and resources.

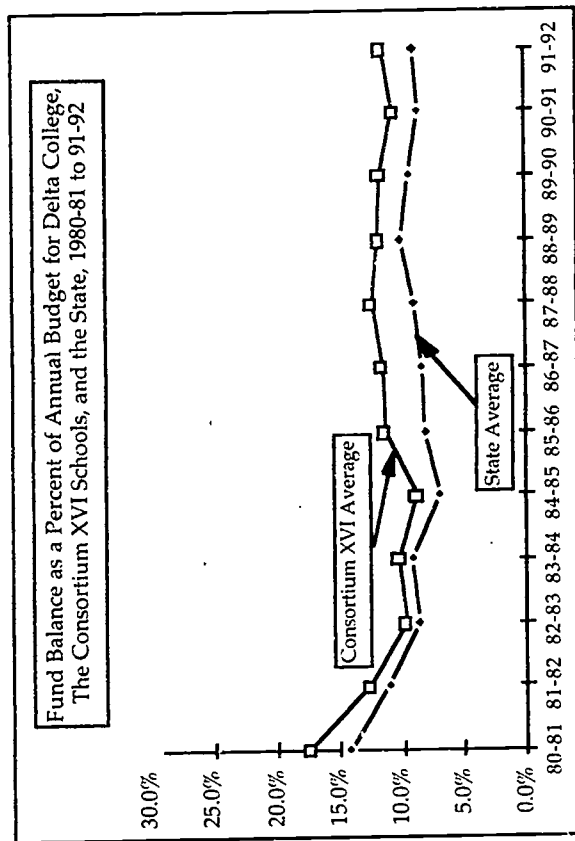
All of the conditions outlined above—unpredictable enrollments, less-educated students, a stagnant economy, and declining resources—cast a problematic and challenging scenario for Delta College. But as the College plans for the future, it can count on some important strengths:

A. The College is financially sound.

Delta College is struggling to provide quality educational services to the community while its budget is being reduced. But unlike some colleges which have been pushed to the edge of bankruptcy by these pressures, Delta's long-standing history of conservative fiscal management has provided reserves which will help it through this difficult period without having to dismantle its educational services.

Figure 10 shows the ten-year history of the annual fund balances (reserves) for Delta College, for all 107 community colleges throughout the state, and for Consortium XVI, a group of 16 single-college institutions comparable in size to Delta.

Figure 10



B. Delta has an outstanding faculty.

Delta has a dedicated, highly qualified faculty. Many of its members have achieved statewide recognition through various award programs. It is one of only a handful of community colleges which has consistently met the legislated standard of a 75/25 ratio of full-time to part-time instructors.

C. Delta has one of the most beautiful campuses in the state.

Delta has an outstandingly beautiful campus that is a major attraction to students and a great enhancement to the school's learning environment.



D. Delta has a state-of-the-art computer system.

Delta has an award-winning computer system which, when completed, will have all administrative staff and faculty on a high-speed network of Macintosh personal computers. The system will provide all users with:

- Direct access to student and financial data bases.
- The ability to call up and use, as needed, all the major software applications.
- Electronic communication with all other campus users, including the ability to transfer files.
- Nationwide communication through computer-based fax and modem capability.
- Connection through Internet with other colleges and universities.



E. Delta has strong community support.

The College enjoys a highly favorable reputation throughout the District. It is viewed as one of the central public institutions in the community, and there is wide appreciation for both the highly valued educational services it offers and for the artistic and cultural enrichment it provides.

In sum, Delta faces a future of unpredictable enrollments, greater educational challenges, and deficient resources. But it does so with strengths that many other community colleges lack: fiscal health, a strong faculty, a beautiful campus, community support, and state-of-the-art technology.

The remainder of this report sets forth the College's plans for confronting the challenges it will face in the next decade.

II MISSION STATEMENT

San Joaquin Delta College is committed to excellence in the provision of postsecondary education throughout the College District. This commitment is reflected in our comprehensive instructional programs, services to students and the public, professionalism of faculty and staff, and campus beauty and utility.

(A) We declare that the primary mission of Delta College is to provide rigorous, high quality degree and certificate curricula in lower division arts and sciences and in vocational, technical, and occupational fields. Our commitment is to prepare our students with the knowledge, skills, and competencies they will need to excel in their educational, professional, and personal endeavors. We are equally committed to providing students a general education which will provide a cultural context for their knowledge and expand their intellectual horizons.

(B) We believe it is essential to our role as a community college to provide opportunities for success in postsecondary education to adults of all ages, genders, and ethnic backgrounds. The opportunity for student success extends beyond open admission to the provision of effective student services and instructional support. Essential elements of this support are remedial instruction, instruction in English as a Second Language, and support services.

(C) We also believe it is important to provide adult non-credit educational curricula in areas defined as being in the state's interest.

(D) We endorse the concept of the community college as an institution that serves in various and dynamic ways the educational, cultural, and economic needs of the local community, where such activities are compatible with our primary mission.

Our student and community diversity is reflected in the faculty, staff, programs, and services of the college. While Delta College is

focused locally, we are also an integral part of state, national, and international communities. Our institutional effectiveness is advanced by links to local secondary schools and to other institutions of higher education, business, industry, and local government.

We encourage and recognize excellence: in learning as the principal pursuit of our students; in teaching as the principal pursuit of our faculty; and in service as the principal pursuit of our administration and staff. Our commitment to quality is sustained by continuous self-renewal which enables us to be innovative, efficient, and effective leaders among our peer institutions and in our community.

San Joaquin Delta College exemplifies excellence, service, innovation, and leadership.





Graduation: Proud moments for students, faculty and parents.

III INSTITUTIONAL GOALS

Preface

The following statement outlines the College's goals for the near term future. The goals flow from and are congruent with the College's mission statement. (See Section II.)

The goals are intended to focus the attention and efforts of the college community on a limited number of high priority subjects, projects, or areas in which concentration of effort will help the college fulfill its mission.

The list of goals, therefore, does not include all the worthwhile efforts and projects of the college community. There are innumerable activities of the College which are not referred to in any of the goal statements, yet are important parts of the College operation. Classroom instruction, counseling, registration, curriculum development, business management, student advisement, food service, maintenance services, and many other activities are vital to the College's operation. But it is simply a fact that the work of a community college is so varied that it is impossible to focus institutional attention on all areas at once. The goals statement singles out selected activities for special, concentrated attention.

This goals statement was developed by the Delta College Planning Committee taking into consideration the thoughts and ideas of a wide spectrum of the college community. It represents, therefore, the thinking and priorities of the entire institution. It is within this framework of institutional goals and the mission statement on which it is based that the Planning Committee, other committees of the college, and individual Divisions and Departments will be able to develop specific programmatic objectives which will allow the college to attain these worthwhile goals.

The world is ever changing, and institutions and their goals should be able to change with it. This statement of goals will be reviewed periodically. It is expected that there will be a continual process of developing new goals and modifying existing ones to take into account changing circumstances. We will also be able, at the ap-

propriate time, to remove from the list those goals which have been accomplished.

Goals

I Instructional Quality

- A. Develop a faculty and staff recognized as among the highest quality in California.
- B. Strengthen close ties between San Joaquin Delta College vocational programs and local government, businesses, and industries.
- C. Develop individual instructional programs recognized as among the highest quality in California
- D. Achieve recognition as a center of excellence in teaching, learning, and assistance to students in meeting their educational goals.

II Student Access and Success

- A. Provide high quality child care services for students which meet their educational and professional needs.
- B. Enroll a student body that reflects community demographics.
- C. Improve the student retention rate.
- D. Provide counseling and advisement services which are accessible and of high quality.
- E. Promote student success through matriculation services and other means (focusing particularly on the under-prepared student), which will increase the number of students attaining their educational goals.

III Relations with the Community, the District, and the State

- A. Implement a college marketing program which will improve the San Joaquin Delta College image in the district-wide community.

10 Institutional Goals

- B. Develop a plan for adapting college programs to community growth and changing demographics.
- C. Increase the number of courses and programs which are articulated with high schools throughout the college district.
- D. Develop methods of measuring institutional effectiveness which will provide accountability to the State and the citizens of the District.
- E. Increase the number of individual courses and instructional programs which are articulated with University of California and California State University campuses.

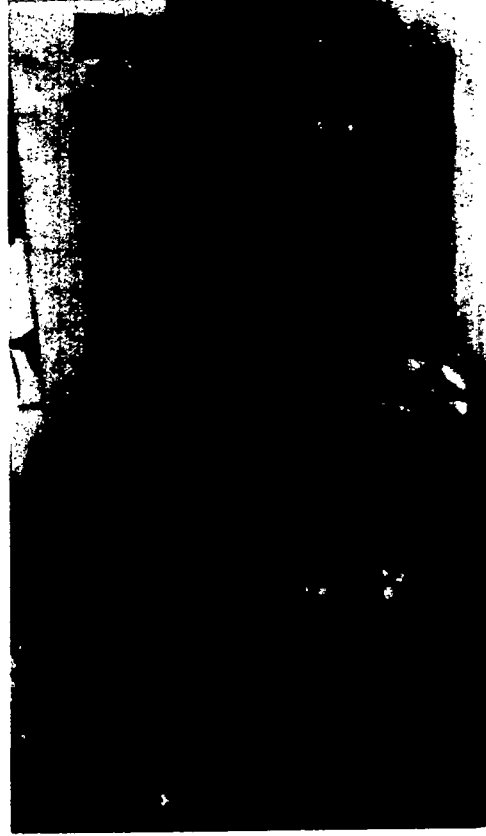
IV Governance Issues

- A. Maintain a fiscal plan which will provide sufficient revenues for effective programs without reducing reserves below a prudent level.
- B. Increase communication and participation in governance and decision making, resulting in increased collegiality.
- C. Employ a staff that reflects state and community demographics.
- D. Develop a management information system which effectively serves the needs of planning, decision making, and evaluation of college programs and services.

V Quality of Facilities and Equipment

- A. Maintain and develop the aesthetic, structural, and functional integrity of the campus, its buildings and support systems.
- B. Maintain up-to-date equipment (instructional and non-instructional) to meet the needs of an efficient and creative faculty, staff, and administration.

- C. Develop a campus-wide telecommunications and technology network which will open new possibilities for integration and support of instructional and administrative functions.



IV THE OPERATIONAL PLANS

In the previous sections, we have laid out the larger social and economic context in which future planning for Delta College must take place, and we have stated the College's overall mission and its major goals.

What follows below are the specific plans for the College's principal functions and services:

- A. Facilities
- B. Computer Services
- C. Matriculation
- D. Instruction
- E. Student Services
- F. Affirmative Action

A. Facilities Plan

Quality education requires excellent facilities.

Delta is fortunate to have a campus that is not only beautiful but has been generally adequate for our needs since the College was constructed in the 1970's.

But time takes its toll, and educational needs change. Key parts of our infrastructure are deteriorating, technological changes bring obsolescence, and enrollment pressures are increasing.

(1) Chancellor's Office Plans, Standards, And Funding

Each February, all community colleges are required to submit a revised five-year Capital Construction Plan to the statewide Chancellor's Office in Sacramento. This plan summarizes all construc-

tion underway, and sets forth the details and justifications for any proposed construction.

In most cases, the overwhelming portion (usually 90% or more) of the funding for community college construction projects comes from the Chancellor's Office, and has been appropriated by the Legislature specifically for that purpose. Such funds are not usable for other purposes.

- In order to receive Chancellor's Office approval for any project, a college must meet specific standards and requirements. For example, in order to justify a new classroom or laboratory building, a college must meet a set of complex ratios between Weekly Student Contact Hours (WSCH), Assignable Square Feet (ASF), and other factors.
- In addition, capital construction projects in all three of California's system of higher education must be approved by the California Postsecondary Education Commission (CPEC).

Of course, the fact that a building may meet Chancellor's Office requirements and CPEC priorities doesn't guarantee that it will be funded. Money must be available. The current serious fiscal crisis at the state level will impact all state supported programs, and this will likely result in a growing queue of capital construction projects that meet requirements but for which there are no funds.

Nevertheless, since the extent and details of these constraints cannot be accurately predicted, it is essential to continue planning in order to be prepared for all exigencies and opportunities.

(2) The Current Plan

Figure 11 shows the capital construction projects that:

- (a) Have been approved, funded, and have been recently completed or will soon be underway (FYs 91-92 thru 92-93);
- (b) Are proposed for FY 93-94; and
- (c) Are being planned for the out years (FYs 94-95 thru 97-98).

12 Facilities Plan

1. **CSU Stanislaus Center.** This classroom and office building for the CSU Stanislaus Center on the Delta College campus was funded through a loan that will be repaid by rental fees. It will be owned by Delta College in May 2001.

This building continues and solidifies the long-standing cooperative relationship between Delta College and CSU Stanislaus. The Center facilitates the transfer of Delta students to CSU Stanislaus and makes it possible for students to complete a bachelor's degree without commuting to the main CSU Stanislaus campus in Turlock which is about 50 miles south of Stockton.

2. **Danner Hall Renovation.** This project has remedied long-standing problems of overcrowding and poor traffic flow in the food service, book store, and lounge areas of the campus' student center.

3. **Child Development Center.** This project recognizes the changing character of community college students—from predominantly post-high school youngsters to married and employed adults—and the need for day care if postsecondary education is to be a practical reality for many of these students.

The Center is nearly complete and will open in the spring 1994 semester.

*Delta College's new
Child Development
Center.*



4. **Utility Conduit.** The deterioration of the College's electrical system poses a threat to the operation of the entire campus. Underground cable conduits are collapsing, and switches and transformers are on the edge of failure.

The problems can be corrected only through the construction of a new campus-wide utility conduit and replacement of all the major electrical components. Work will soon get underway and will be completed in November 1994.

5. **Central Heating and Air Conditioning.** The inefficiency of our out-moded system is wasting \$800,000 per year. A modern, efficient system will pay for itself in several years, and then begin yielding major savings.
6. **Restroom Renovation.** This project will provide complete access for students in wheelchairs, and better accommodate the visually and hearing impaired.

7. **Land Acquisition for Attendance Center.** As part of its statewide effort to plan for the large population increases California will experience in the next decade and the accompanying increase in community college enrollments, the Chancellor's Office has initially approved a number of new campuses and attendance centers.

Delta has been approved for an attendance center in the period of 2000-2005. Population trends indicate that the most appropriate location for this attendance center will probably be in the southern part of San Joaquin County.

Although final approvals and funds must await later actions by the Chancellor's Office and CPEC, we will be requesting funds for land acquisition next year.

8. **Attendance Center.** Timing, size, and cost of the attendance center itself will be the subject of future planning.

9. **Instructional Building.** A substantial effort has been underway for the past year to develop the data needed to verify our building needs and provide the necessary justifications to the Chancellor's Office.

This effort has involved re-measuring the square footage in all the College's buildings, and updating how rooms are used (as classrooms, labs, etc.). This work is nearly complete and tentatively indicates a need for a new classroom building in four or five years.

10. **Warehouse.** This building will provide much needed storage space, and return the present storage area in the Danner Hall basement to student center functions.

(3) Future Facilities Planning

Although many needed higher education construction projects will have to be put on hold for sometime because of the state's budget crisis, continued planning is necessary to place Delta in the best competitive position for funds that will be scarce for the foreseeable future.

Figure 11

Capital Construction Plan for Delta College, 1991-92 Thru 1997-98 (In \$Millions)									
	91-92	92-93	93-94	94-95	95-96	96-97	97-98		
1. CSUS Building	\$1.1								
2. Child Dev Cntr	\$2.7								
3. Danner Hall Ren		\$0.9							
4. Utility Tunnel			\$5.9						
5. Central Heat/A/C			\$6.6						
6. Disabled Restrm Ren				\$0.6					
7. Land-Attendance Cntr					\$6.4				
8. Attendance Center						\$0.5	\$14.0		
9. Instructional Bldg						\$0.4			
10. Warehouse									
TOTALS	\$3.8	\$0.9	\$12.5	\$0.6	\$6.4	\$0.9	\$14.0		



An "Assassin Bug" at 50x magnification as seen under an electron microscope at Delta College.

B. Computer Services Plan

Technology and the Future

The technological revolution which has swept over the country in the last decade has transformed the American workplace. The tools which have been the office standards for years—typewriters, carbon paper, desk calculators, endless rows of paper files—are now curious, historical artifacts.

The challenge for Delta College is to harness the burgeoning technology and make it the productive servant of faculty, staff, and students.

Colleges are exploiting the vast potential of the new technology with varying degrees of success. Delta has done extraordinarily well, and has become known as a national leader in the use of computer technology for administrative and instructional purposes.

The working definition of advanced information technology for *administrative purposes* is an environment where the user doesn't know or care how the information gets to its destination. All information is available in a standard, friendly format. Key elements, like the Student Information System, will be easy to modify. New screens and inquiries will take hours to build, not weeks. Managers can spend more time in interpreting information instead of figuring out how to get it. Integrated applications will make possible such things as cost analyses of instructional programs. Most information will be readily available on an electronic network. Hardware systems will include built-in redundancy that will lessen the impact of equipment failures.

Similarly in the *academic environment*, faculty and students will participate in the fluid access of information via an electronic network, and Computer Services will provide training and consulting services.

The two guiding objectives of the Computer Services plan are to:

- Provide a solid foundation for Administrative Computing that

will satisfy the District's needs into the next century.

- Build on the current foundation of Academic Computing by enhancing the quality of instructional support tools available at the desktop for the faculty and students.

Substantial progress has been achieved in realizing these objectives.

Computer Services' continually revised five-year plan concentrates on the following key elements:

A. ADMINISTRATIVE COMPUTING

1. **Network Environment.** The network ties together virtually every office on campus for sharing of information, peripherals, electronic mail, and access to a wide range of word processing, spreadsheet, data base, and other applications. The network is fully operational and additional enhancements are continually being made.
2. **Touchtone Registration.** All course registration is now done by phone, eliminating lines, speeding up the process, and providing more current information on course selection and availability to both students and administrators.
3. **Computer-Aided Software Engineering.** A continually improving series of tools permits rapid generation of high quality systems.
4. **Management Information System Pilot Project.** Delta is one of five community colleges selected by the Chancellor's Office to develop and pilot test the new statewide management information system.
5. **Integrated Business, Personnel, Payroll, Matriculation, and Research Systems.** When this system is completed, the College will enjoy the benefits of an on-line system that fully integrates the data for these major administrative functions. The new system will greatly reduce redundant, manual effort, and will provide a large number of management reports on a timely basis.

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6. **Development Platform.** This is a method used for creating new systems and modifying existing ones. It increases programmer productivity and eliminates the impact of development activities on the production environment.
7. **Phone System Solution.** The serious weaknesses of the College's phone system have been identified, alternative solutions have been analyzed, and the installation of the replacement system awaits the allocation of funds.
8. **New Student Information System.** When completed, this system will allow ready access to all non-confidential student data at the desk-computer level. It will provide the capability to do complex analyses, including student tracking.
9. **Replacement of the Burroughs Main Frame Computer.** Funds have been set-aside to replace the aging Burroughs main frame with a new distributive system which will utilize the collective unused memory of all the campus' personal computers in place of a single, dedicated main frame computer.

B. ACADEMIC COMPUTING

1. **Loan-a-Mac.** Initially, the primary goal of the Loan-a-Mac program was to enable faculty to become computer literate. Loan-a-Mac has evolved as a service that is utilized by new and experienced users alike for a myriad of purposes. Classified staff also participate in a Loan-a-Mac program..
2. **Faculty Computing Center.** The faculty computing center is an area dedicated to support of faculty computing needs. The Academic Computing Lab Coordinator is available to the staff for questions related to the use of computers in the curriculum. The center provides faculty with the capabilities ranging from simple wordprocessing to complex multimedia development.
3. **Staff Development.** The Computer Services staff offers short courses, workshops, and training tapes to faculty and staff on the major software applications.

4. **MacNet.** MacNet is the project for expanding the number of Macintosh computer workstations to the faculty as funds become available. Computers are allocated competitively to individual faculty members based on proposals for improving teaching and the curriculum.
5. **Completion of Academic Network.** This project ties together the larger division-based academic computing labs throughout the campus. Providing centralized support in the larger labs has assisted in FTES accounting and software/hardware management. In the future, the Academic network will enable all larger labs to access shared files, electronic mail, course information, individual student information across DOS, Windows, Macintosh, and DEC platforms. The completion of the Academic Computing Network will connect the remaining faculty workstations with the Academic Computing Lab Network, providing full interconnectivity among faculty, labs, and students.

C. PARTNERSHIPS

In addition to activities and projects within the College, sound working relationships with outside partners have been and will continue to be valuable. A few organizations have repeatedly shown their commitment to goals consistent with the College's own, and have engaged in mutually beneficial relationships with Delta College. The goal is to establish strategic relationships with development and software companies committed to academic and administrative solutions in higher education. We are searching for innovative companies that offer sophisticated solutions equal to our technological standards.

We have developed productive relationships with three outside organizations:

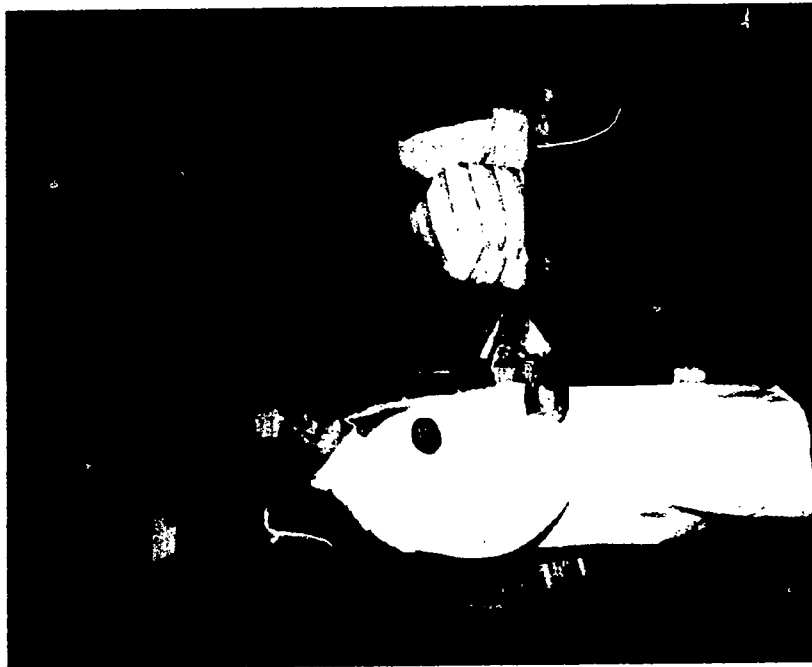
Digital Equipment Corporation has provided strategic computer hardware and system software to the College in both the Academic and Administrative areas. In addition, DEC has provided ex-

pert services in planning, training, and installation which have greatly contributed to the successful implementation of the District's new Business System. DEC has an educational software licensing agreement that provides educational institutions with DEC educational software basically free, with the institution paying only for documentation. The cooperative regional training center agreement now in place will be of great benefit to the College, its students, and area businesses. In all of this, DEC has stood behind its long-standing commitment to computing in education. In the future, joint projects with DEC will benefit from the improved credibility and mutual understanding resulting from these programs and services.

Apple Computer, Inc. is solidly established as an innovator in the microcomputer world. Delta College has already benefited from its early adoption of the Macintosh as a standard workstation for administrative computing. This strength in administrative computing provides a foundation on which Academic Computing is able to build a partnership with Apple that will continue to provide benefits through training events, grant support, and consulting services. The synergy between Apple and DEC products is now widely recognized in the computer industry, and will continue to lead to even more innovative products from which Delta College will benefit directly. The interconnectivity, unique user interface, and wealth of powerful development tools has provided Delta College with the ability to design and implement an exciting new system which would have been impossible only a few years ago.

The California Community Colleges Chancellor's Office selected Delta College to participate in its MIS Pilot project. This cooperative venture has several advantages. Delta is assured that its Administrative computer systems will comply with state reporting requirements as they continue to evolve. In addition, Delta can benefit from combining data at the state level with its own information in providing high quality, decision-support applications to the Administration and Board of Trustees. This kind of approach is consistent with our goal of being an acknowledged technical leader within the state.

All these elements of the Computer Services plan are in various stages of development. The completion of the new administrative system requires an expenditure of approximately \$1.2 million, and will provide the College with one of the most sophisticated computer technology systems in higher education. This system will enable the Board and the Administration to make better management decisions, allocate resources more effectively, and improve the quality of education at Delta College. Eventually, it will enable faculty and students at Delta college to have access to technology and information with the potential to revolutionize the methods and modes of instruction. Computer Services believes that if the tools and infrastructure are built, the college community will use them to improve administrative, instructional, and support services.





Delta College students have diverse backgrounds, but the common goal is education.

C. Matriculation Plan

The Purpose and Goals of Matriculation

California community colleges are committed to serving adults of all ages who can profit from instruction, and they have a special responsibility to ensure equal access to postsecondary education.

Community colleges provide:

- Transfer education
- Employment preparation instruction
- Transitional education
- Continuing and community education
- Community services

In carrying out these functions and responsibilities, the community colleges have an obligation to assist students in attaining their educational goals by providing information and guidance concerning the choices that are available to them. Students, in turn, have a responsibility to pursue their goals with respect for college standards and a sense of accountability in the use of public funds.

There are seven components to matriculation:

1. Admissions
2. Orientation
3. Skills assessment and student evaluation
4. Advisement, counseling, and course selection
5. Student follow-up
6. Coordination and training
7. Research and evaluation

Following is a summary of Delta's plan for implementing these components and achieving the goals of matriculation.

(1) ADMISSIONS COMPONENT

A. Activities

1. Provide a student information booth during the first two weeks of the regular semesters.
2. Provide touch-tone registration.
3. Publish an admission application booklet describing student services.
4. Revise application forms to include new data elements.
5. Increase admission of targeted populations.
6. Provide honors at admission for Scholastic Recognition Students.
7. Provide a matriculation process through the Summer Readiness Program for disadvantaged incoming freshmen.
8. Provide special admission for disabled students.
9. Send welcome letters from the President to each incoming student.
10. Distribute student services bulletins to high school juniors and seniors.
11. Provide priority registration to designated categories of students.

B. Goals

1. Provide a method for updating students' goals and support service needs.
2. Incorporate state-of-the-art technology into the admission process (e.g., video disc and electronic voice mail).

3. Revise the admission application.
4. Better inform the public of the College's admission procedures.
5. Improve the speed and efficiency of the admissions process.
- (2) ORIENTATION COMPONENT**
- A. Activities**
1. Provide an Orientation Handbook.
 2. Provide a Student Petition Process to resolve placement and prerequisite issues.
 3. Provide orientation programs.
 4. Offer non-credit orientation classes.
 5. Provide early outreach programs to the high schools.
 6. Insure that all orientation activities are accessible to handicapped students.
 7. Update the admissions policy.
 8. Specify in board policy the exemptions to the orientation component.

B. Goals

1. Provide an orientation plan for all new, non-exempt students.
2. Revise video tapes and printed materials.
3. Insure that orientation programs and materials are accessible to all students.

(3) ASSESSMENT COMPONENT

A. Activities

1. Assess all non-exempt students in reading, writing, and basic math through the Academic Assessment Center.
2. Publicize the process for appealing assessment decisions.
3. Require a reading co-requisite for selected courses for students who read below the ninth grade level.
4. Require A.A. students to take an appropriate writing course after they have completed six A.A. units.
5. Study alternative ways for students to meet the academic assessment component.
6. Assess learning disabled students on an individual basis.
7. Consider expanding the assessment exemption where appropriate.
8. Provide a matriculation process through the Summer Readiness Program for disadvantaged students.
9. Make appropriate changes in the assessment instruments and methods.
10. Provide Guidance courses (e.g., Orientation to College) and the development of a course plan.
11. Provide guidance courses on career exploration, clarification of goals, and job seeking skills.
12. Continue development of the Career Center.

13. Provide Extended Opportunity Program and Services (EOPS), Success Within Reach, and Cooperative Agencies' Resources for Education (CARE) for underrepresented and disadvantaged students.
14. Include assessment information in the student information system.
15. Develop a student satisfaction survey.
16. Insure confidentiality of student information.
17. Review assessment tests in math to improve placement in algebra and above.
18. Train faculty to assist students in improving study skills.
19. Provide means to appeal assessment decisions through the Student Personnel and Conduct Committee.

B. Goals

1. Provide information on study skills classes.
2. Evaluate the appeals process.
3. Expand articulation agreements with high schools.
4. Review math assessment tests.
5. Require assessment in reading, writing, and math for all non-exempt students; provide it for exempt students who request it; and provide alternative assessments for non-native speakers and disabled students.
6. Ensure that all students receive assessment results during the assessment time or within a week for alternative assessments.

(4) COUNSELING AND ADVISEMENT COMPONENT

A. Activities

1. Ensure that students on academic probation see a counselor and file a Student Educational Plan (SEP).
2. Offer orientation and counseling services on student rights, responsibilities, and appeal procedures.
3. Reorganize and improve the efficiency of student services.
4. Provide computer assistance in the advisement/counseling process.
5. Publish an orientation booklet for students who are unable to attend an orientation or see a counselor.
6. Identify high-risk students and develop a plan to assist them with early intervention.
7. Establish course or skill prerequisites through the Instruction and Curriculum Committee and the Matriculation and Student Access Committee.
8. Train paraprofessionals to assist in registration.
9. Provide a student information booth during the first two weeks of each semester.
10. Implement changes in the probation policy.
11. Offer non-credit orientation classes on and off campus.

B. Goals

1. Develop strategies to serve students in need of basic skills and those who are undecided.
2. Provide computer assistance in the advisement/counseling process.
3. Publish a self-help guide for students who are unable to attend an orientation or see a counselor.

4. Develop an Early Alert Program to identify at-risk students and provide counseling for them.
5. Employ academic advisors who will provide one-on-one assistance to students.
6. Provide counseling and advisement through group and individual appointments.
7. Include in written materials, counseling courses, counseling sessions, and meetings information of student rights and responsibilities.

(5) FOLLOW-UP COMPONENT

A. Activities

1. Conduct follow-up research to assist students to achieve their goals using the Matriculation Research Computer System.
2. Identify each new student by goal and send welcoming letters.
3. Identify undeclared and undecided students and offer them counseling/advising appointments.
4. Identify at-risk students and require them to see a counselor.
5. Follow-up students and inform them of their progress.
6. Identify admitted students who have transfer or vocational potential.
7. Conduct mid-semester evaluation on the students in the Basic Skills, CARE, GAIN, EOPS, athletic, disabled, and international programs.

8. Evaluate the probation and dismissal process.
9. Follow-up students to determine if they are achieving the goals in their Student Educational Plan.
10. Provide students information on their progress towards a degree, transfer, or vocational certificate based on a degree audit.
11. Provide a system for the detection of academic difficulties.

B. Goals

1. Develop an early alert system where instructors are encouraged to submit the names of students who are experiencing academic difficulties.
2. Develop a bookmark listing the location and phone numbers of the student services available at Delta College.
3. Insure that prompt and appropriate referrals are made when students request information at assessment or other service.
4. Track the use of services to determine how students follow-up on recommendations.
5. Evaluate the student's progress through counselor appointments or electronically with information mailed to the student.

(6) COORDINATION AND TRAINING COMPONENT

A. Activities

1. Use the Matriculation/Student Access Committee to develop changes in the matriculation plan.
2. Provide necessary training for new personnel.
3. Assign responsibility for particular matriculation components to the appropriate divisions and administrators.

(7) RESEARCH AND EVALUATION**A. Activities**

4. Provide the coordination of the instructional program to meet the student's needs for basic skills programs.
5. Use referral forms by staff to refer students for service.
6. Incorporate matriculation recommendations into policy as needed.
7. Coordinate the work of Computer Services to support matriculation.
8. Keep the Board of Trustees and the staff informed on matriculation developments.
9. Provide academic forums and workshops during college in-service days to inform instructors about all aspects of matriculation.
10. Assign specific managers the responsibility for the coordination and staff training in matriculation components.
11. Utilize matriculation research findings to provide feedback on matriculation efforts.
12. Update all Delta College publications, forms, videos, and other sources to ensure accuracy and consistency of information about matriculation.
13. Train personnel in the use of computer enhancements that have been developed.
14. Continue the various types of matriculation training now in place.

B. Goals

1. Provide training for appropriate Delta College Staff to conduct matriculation services in admissions, orientation, academic assessment, guidance and counseling, student follow-up, and research and evaluation.

1. Maintain research records and expand the research plan submitted to the Chancellor's Office.
2. Using the appointment and advisement system developed by Computer Services, track the services students have requested and used.
3. Develop a mechanism in the Matriculation Research Computer System so students' goals can be changed, and the Student Educational Plan, student support services, and student activities can be tracked and electronically recorded.
4. Incorporate into the Matriculation Research Computer System the mechanism to handle degree audits.
5. Continue to improve our ability to down-load data from the DEC and Burroughs computer systems into a statistical package on the Macintosh.
6. Research the goal pattern for students declaring an AA degree, transfer, vocational certificate, or who are undecided.
7. Analyze the increase in enrollment in remedial courses and the need for additional support programs and facilities.
8. Study the effect prerequisite enforcement has on enrollment.
9. Determine how many students participate in orientation activities.
10. Determine whether any assessment instrument, method, or procedure has a disproportionate impact on a particular group of students.
11. Determine how many students undergo assessment compared to prior years.

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12. Determine how many students with a one-time waiver compare to students who initially took the assessment in terms of GPA, retention, persistence, and performance on the assessment.
 13. Determine if students are enrolled in the appropriate courses.
 14. Determine if the drop-out pattern has changed over a six-year period.
 15. Collect information about where students get their advice.
 16. Determine if the follow-up letters for drop-out students assist in re-enrolling them.
 17. Determine if students complete their units, and if there is an increase over previous years.
 18. Develop a questionnaire to determine if students feel they are succeeding and why.
 19. Analyze the use of the Touch Tone Registration System.
 20. Monitor the use and effectiveness of the student appeal system.
4. Develop the ability to down-load data from the DEC and Burroughs computer systems into a statistical package on the Macintosh.
 5. Analyze the difference between matriculated and non-matriculated student in terms of demographics, goal attainment, and use of services.
 6. Ask the faculty if they think matriculated students are successful and why.
 7. Develop a pilot student questionnaire on student satisfaction.

1. Complete the Matriculation Research Computer System.
2. Develop a mechanism in the Matriculation Research Computer System so students' goals can be changed, and the Student Educational Plan, student support services, and student activities can be tracked and electronically recorded.
3. Incorporate into the Matriculation Research Computer System necessary course plans for those students interested in A.A. degree, transfer, and certificate programs.

B. Goals

1. Complete the Matriculation Research Computer System.
2. Develop a mechanism in the Matriculation Research Computer System so students' goals can be changed, and the Student Educational Plan, student support services, and student activities can be tracked and electronically recorded.
3. Incorporate into the Matriculation Research Computer System necessary course plans for those students interested in A.A. degree, transfer, and certificate programs.



D. Instruction Plan

At the heart of every educational institution is the quality of education it provides.

Education is provided through eight academic divisions:

- Athletics
- Business
- Communication Skills
- Family, Consumer, and Health Sciences
- Fine and Physical Arts
- Learning Resources
- Technical Arts
- Science and Mathematics
- Social Sciences

In addition, the Office of Instruction includes a Community Services program offering fee-based classes and workshops for adults, teens, and children. It also administers Computer Services, Contract Education, and an array of programs to support and develop instruction.

The primary goal of the instructional program is to support the broader educational missions of the California Community Colleges and San Joaquin Delta College. To that end, the objectives of the Instruction plan are to:

I ACHIEVE EXCELLENCE IN ACADEMIC PROGRAMS

1. Develop instructional programs recognized as among the highest quality in California.
2. Provide non-credit continuing education opportunities for the community.

3. Increase the number of courses which articulate with the University of California and California State University campuses.
4. Increase the FTES goals.
5. Monitor progress toward maintenance of Title 5 requirement for the 75/25 ratio of full-time to part-time faculty.
6. Conduct program reviews and evaluations.

II ACHIEVE EXCELLENCE IN ACADEMIC SUPPORT

1. Provide a comprehensive Matriculation Program.
2. Annually develop operational objectives for each instructional division and program.
3. Participate in affirmative action recruitment and employment of faculty and staff.
4. Provide in-service and orientation programs for new full-time and part-time faculty.
5. Support staff development programs for faculty and staff.
6. Provide technological leadership in the development of support systems.
7. Provide faculty with support services such as the Academic Computing Lab, Audio Visual, Duplicating, Faculty Clerical Service, Library Services, and the MacNet Program.
8. Provide support for students through the Computer, Language, ESL, and Math labs, and Learning Resources
9. Support academic research.
10. Provide academic assessment.

III ACHIEVE EXCELLENCE IN COMMUNITY LINKAGE

1. Serve outlying areas of the College District by offering Interactive Television (ITV), telecourses, contract, and off-campus classes.
2. Strengthen close ties between Delta vocational programs and local government, businesses, and industries.
3. Insure that academic and vocational divisions provide courses and programs which meet the educational needs of the community.
4. Increase contract education.
5. Respond to community needs through the Community Services program.

IV ACHIEVE EXCELLENCE IN INSTRUCTIONAL DEVELOPMENT

1. Provide special programs such as the Social Science Symposia, Success Within Reach, Greater Avenues to Independence (GAIN), Tech Prep, Scholastic Recognition Program, Migrant Transition Program, and the Intern Teacher Program for Diversity.
2. Support the development of grant projects such as Job Training Partnership Act (JTPA), 8%, Small Business Development Center, Project Step Up, Students Taking Responsibility in Valuing Education (STRIVE), and Vocational Instructor In-service Training.



E. Student Services Plan

Instruction is the essential element of any educational experience, but students' ability to find their niche in the instructional process and to succeed in their chosen programs depends on the range and quality of student services the institution provides.

The joint offering of instructional programs and the support services necessary to make them accessible provides direction and fosters success.

The basic goal of the Student Services Division at Delta College is to provide programs and services that will enable students to access the extensive educational offerings the College provides, and to help them achieve their educational goals.

I BASIC PRINCIPLES

- **Students are the Central Focus of Our Efforts.**

Commitment to the service of our student population is of primary importance to all of our staff. An essential responsibility of our personnel is to identify and understand student needs as they evolve in an ever changing environment and then to develop programs to meet those needs. To this end, formal and informal staff development efforts will encourage increased sensitivity to student needs.

- **Students Provide Rich Opportunities for the Appreciation of Diversity.**

The College is a microcosm of the community it serves. It provides an environment that integrates different life styles, cultures, and philosophies. It also affords a structure that nurtures individual differences while encouraging greater appreciation of the richness of diversity. Student Services personnel will continue to honor and promote diversity among students and staff.

- **Success is the Ultimate Product of Student Effort and Staff Support.**

An increasing proportion of our students come from economically and educationally disadvantaged backgrounds. To achieve access, and ultimately to succeed, students may need financial assistance, guidance classes, counseling services, the loan of specialized equipment, the support of in-class aides, or a variety of other service. We will promote student success aggressively by identifying student needs and making available the appropriate support services.

The Student Services Division exists to support students throughout their educational experience. In order for the institution to succeed in its mission, it is imperative that comprehensive and effective support services are offered in conjunction with quality classroom instruction. This opportunity is welcomed, and the challenge is accepted.

II GOALS AND OBJECTIVES

Goal 1: Develop a Spirit of Unity Among Student Services Personnel

Objective: Become acquainted with staff and their respective job responsibilities.

Objective: Recognize and show appreciation for the work that staff performs.

Goal 2: Develop Values Among Student Services Personnel Which Are Student Focused and Service Oriented

Objective: Develop a "Customer Service" workshop for Student Services personnel.

Goal 3: Provide a Variety of Support Services Which Promote Access to Educational Programs

Objective: Develop tools for identifying student needs.

Objective: Recommend modifications to current programs and services for easier student access.

Objective: Establish information centers at key locations during peak periods to inform students of services available.

Goal 4: Provide Support Services Which Promote Student Retention

Objective: Provide emergency resources to students.

Objective: Encourage early use of College support services as appropriate.

Objective: Provide staff development opportunities regarding retention issues.

Goal 5: Create an Environment Which Recognizes and Accepts the Benefits of Diversity

Objective: Foster awareness and appreciation of culturally diverse groups.

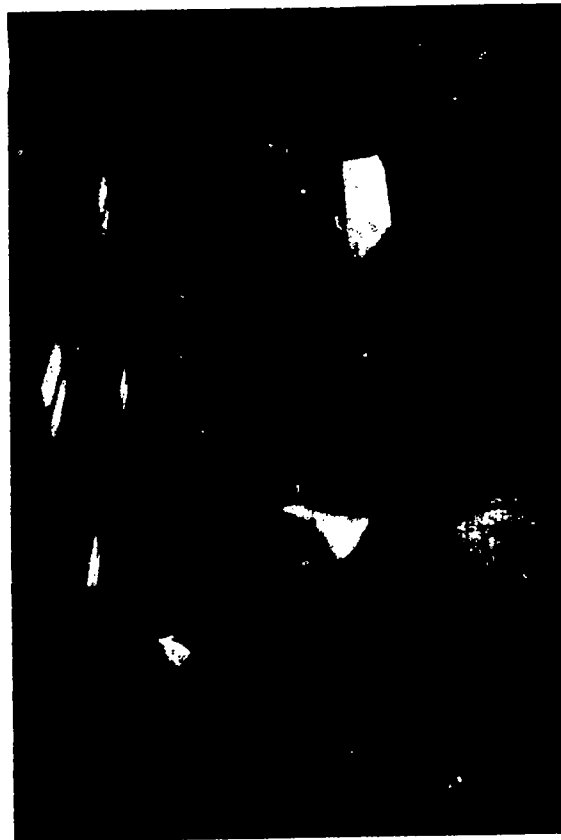
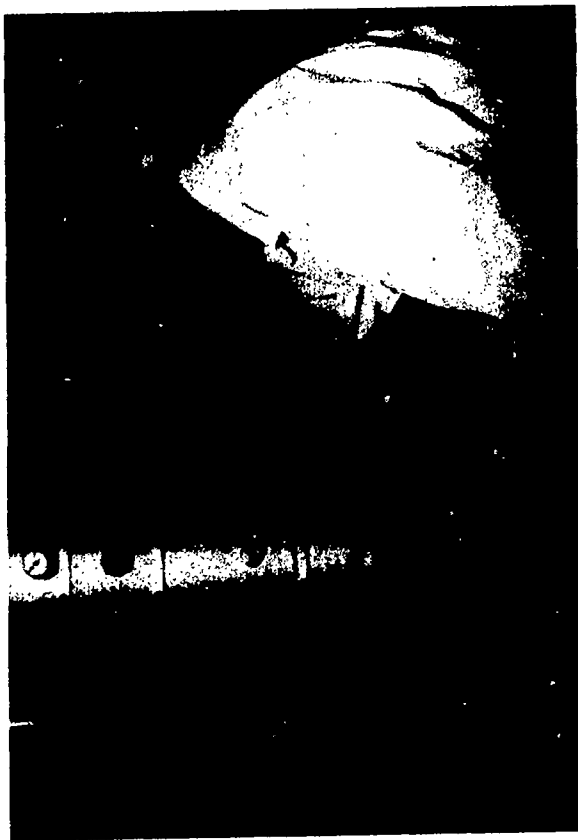
Goal 6: Provide Leadership that Stimulates Involvement and Enhances Visibility of Student Services Campus Wide

Objective: Encourage Student Services staff to become more involved in College governance and community activities.

Objective: Recognize Student Service accomplishments.

Goal 7: Develop and Promote Alternative Student Services Resources

Objective: Develop the necessary framework for a volunteer program for Student Services.



F. Affirmative Action Plan

To implement its broad commitment to opportunity and equity for underrepresented groups, the College has developed Affirmative Action Plans for both students and staff.

I. STUDENT AFFIRMATIVE ACTION PLAN

Purpose and Scope

The purposes of the Student Affirmative Action Plan are:

- To reaffirm the College's commitment to diversity.
- To establish measurable goals to increase the number of students from underrepresented groups who enroll, graduate, and transfer from the College.
- To design procedures for achieving equal educational opportunity.

The intent of student affirmative action at Delta College is to ensure that educational opportunities and services are available to all students, and to encourage participation in opportunities and services that are available. Student affirmative action focuses on assisting underrepresented students to achieve their educational goals.

The Current Status: Data and Policy Implications

The College Office of Institutional Research and Planning carried out a study of the representation of ethnic minority students at Delta College and of their participation in the educational process of the institution. This study, "Ethnicity: Its Role in Academic Choice and Outcome at Delta College," identified certain areas that the College must address if equal educational opportunity is to become a reality at Delta College. Specifically, the study found that:

1. The proportions of White students and Black students in the student population are similar to their respective proportions

in the local population, but Asian students are over-represented and Hispanic students are under-represented in comparison to the local population.

2. Ethnic minority students are less well prepared than White students in the basic reading skills needed for successful college work. On the reading placement test taken by most incoming students, Asian, Black, and Hispanic students score below White students, and most ethnic minority students score below the 15th percentile on the national norms for this test.
3. Ethnic minority students are similarly disadvantaged in basic math skills. Although White students score somewhat higher, the difference is less than that found in reading. This indicates that all students may face difficulty in dealing with college level technical subjects.
4. When compared to Asian and White students, fewer Black and Hispanic students state obtaining a degree or certificate as an educational goal.
5. There are educationally important differences among ethnic groups in choice of majors. Asians tend to concentrate in the scientific and technical areas, and show less interest in the social sciences and human service occupations. The reverse is true for Blacks and Hispanics. Whites students are above average in selecting the Liberal Arts/Transfer major, reflecting a greater orientation to obtaining a baccalaureate degree, but otherwise their choice of majors is closer to the social service pattern of Black and Hispanic students than to the technical and scientific pattern of Asian students.
6. The increasing District population and College enrollment growth over the coming decade, along with an expected increase in the proportion of ethnic minorities, will increase the number of educationally disadvantaged and English as a Second Language (ESL) students. This means that Delta College will be presented with greater educational challenges.

The findings of the study indicate several strategic policy, planning, and budgetary implications:

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1. The College will need to be more effective in recruiting and retaining Hispanic students, in order to achieve the goal of a student body that is ethnically representative of the College's service area population.
2. Many minority students are educationally disadvantaged and enroll at the College with deficiencies in English proficiency and computational skills necessary for successful college work. As the number of educationally disadvantaged students increases, so will the need for remediation resources and programs.
3. Standardized test scores from many high schools in the Delta College service area are among the lowest in the State. Many of these high schools have also experienced high dropout rates, and these rates may be on the increase. These factors suggest that a large proportion of entering minority students attending the college will continue to be under prepared.
4. Given the major demographic changes that are predicted, community colleges may become the key interface between a rising proportion of educationally disadvantaged ethnic minority students and the State's commitment to provide access for these students to postsecondary education.
5. A full range of effective student guidance and support services from assessment and diagnosis, through counseling and financial aid, to assistance and remediation in the basic skills is essential to making the open access offer of college education a reality for the increasing number of disadvantaged minority students. The coordinated array of enabling and compensatory services that comprise the Matriculation effort is not only essential to initial access, but is important to reducing the difference between the number of students who set out to achieve a certificate or degree and the number who succeed in doing so, a difference that is large for all students but larger for Blacks and Hispanics.
6. The crucial dimension of aspirations must also be a concern. Data suggest that many minority students do not view some challenging technical fields and careers as realistic options.

Goals of the Plan

The goals of the Student Affirmative Action Plan are:

- Goal I Recruit a student population that is representative of the College's District population.
- Goal II Improve retention of underrepresented students.
- Goal III Assist underrepresented ethnic minority students in improving awareness of educational and career opportunities, and in building positive self-concepts.
- Goal IV Encourage sensitivity of staff and students in valuing and fostering diversity.

Activities Designed to Achieve Goals

Goal I

Recruit a student population that is representative of the College's District population.

1. Incorporate the responsibility for coordinating minority student recruitment under the Dean of Student Services. This recruitment shall include secondary schools, community-based organizations, and other groups. (Responsibility: Dean of Student Services.)
2. Recruitment activities shall use an ethnically diverse staff which reflects the population that is served. (Responsibility: Dean of Student Services.)
3. Utilize recruiting materials, presentations, and pamphlets appropriate to those groups targeted. (Responsibility: Dean of Student Services.)
4. Encourage campus events and programs that reduce stereotypical images of all underrepresented groups. (Responsibility: Director of Affirmative Action.)
5. Develop and distribute through the media a series of articles and related materials which focus on the success of alumni

from underrepresented groups. (Responsibility: Director of Information and Facilities.)

6. Conduct financial aid workshops for potential minority students, parents, and community representatives throughout the College service area. (Responsibility: Dean of Student Services.)
7. Schedule and conduct campus tours for underrepresented groups appropriate to the groups that are participating. (Responsibility: Director of Information and Facilities.)
8. Develop an audio-visual presentation for public use and distribution to the media which can be adjusted for ethnically diverse audiences. (Responsibility: Director of Information and Facilities.)
9. Identify Delta College ethnic minority students from various secondary schools that can serve as role models and goodwill representatives of the College to assist in recruitment of underrepresented students. (Responsibility: Dean of Student Services.)
10. Emphasize pre-educational planning for underrepresented groups during recruitment at all secondary schools in the College's service area. (Responsibility: Dean of Student Services.)
11. Establish liaison between the respective guidance staffs of Delta College and all secondary and middle schools in the Delta College service area for the purpose of identifying and recruiting students from underrepresented ethnic minority groups. (Responsibility: Dean of Student Services.)
12. Implement a longitudinal follow-up study that will track underrepresented ethnic minority students by secondary school to Delta College and beyond. (Responsibility: Director of Institutional Research and Planning.)
13. Explore the feasibility of a "bridge program" at middle schools to identify and encourage enrollment of potential students from underrepresented ethnic minority groups. (Responsibility: Dean of Student Services.)

Evaluation Measures: Continue comparisons between the ethnic and gender composition of the student body and that of the District population. Progress toward the goal will be indicated by reductions in underrepresentation.

Goal II

Improve retention of underrepresented students.

1. Implement a program to provide early identification of underrepresented ethnic minority students who are not making satisfactory academic progress. (Responsibility: Dean of Student Services.)
2. In the College's tutoring program, provide tutors who are cross-culturally adept and include among tutors positive minority role models. (Responsibility: Communications Skills Division Chairperson.)
3. Consider granting priority to students from underrepresented ethnic minority groups for access to on-campus child care services. (Responsibility: Children and Family Services Division Chairperson.)
4. Investigate the applicability of textbook vouchers for financial aid recipients that will permit early textbook acquisition. (Responsibility: Financial Aid Officer.)
5. Encourage greater ethnic diversity of student participation in college activities, including College clubs and organizations. (Responsibility: Supervisor of Student Activities.)
6. Conduct research on the characteristics of underrepresented ethnic minority students who withdraw from the College (formally or informally) and the reasons for withdrawal. (Responsibility: Director of Institutional Research and Planning.)
7. Establish a "buddy" or peer advisor program to assist underrepresented ethnic minority students with registration. "Buddies" or peers should reflect the diversity of the College's student population. (Responsibility: Director of Guidance assisted by the Director of EOPS.)

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8. Recruit "high achieving" underrepresented ethnic minority students to serve as mentors for less-prepared underrepresented ethnic minority students. (Responsibility: Director of Guidance assisted by the Director of EOPS.)
9. Study the feasibility of establishing a child care support service on campus for underrepresented ethnic minority students. The study may consider the possibility of programs that would assist in emergency on-campus child care, financial needs for child care services, pooling of child care services, and a children's clothing and toy exchange. (Responsibility: Family and Health Sciences Division Chairperson.)
10. Identify ways in which faculty, staff, students, and administrators can become more involved in supporting the recruitment, retention, and completion rates of underrepresented ethnic minority students. (Responsibility: Academic Senate, Classified Senate, Student Government, Managers.)

Evaluation Measures: Progress toward this goal will be indicated by a decrease in the percent of underrepresented ethnic minority students who drop out and an increase in the percent who achieve their educational goals.

Goal III

Assist underrepresented ethnic minority students in improving awareness of educational and career opportunities, and in building positive self-concepts.

1. Encourage all underrepresented ethnic minority students to enroll in Guidance 10 and provide general information regarding College programs and services. (Responsibility: Director of Guidance.)
2. Provide workshops for underrepresented ethnic minority groups regarding the College's requirements for admissions, registration, and availability of various student personnel services. (Responsibility: Director of Guidance.)

3. Strengthen the Summer Readiness Program through an intensive effort to recruit underrepresented ethnic minority students who are less likely to pursue post-secondary educational opportunities. (Responsibility: Director of EOPS.)
4. Encourage all underrepresented ethnic minority students to file student educational plans. (Responsibility: Director of Guidance.)
5. Encourage underrepresented ethnic minority students to explore career options through enrollment in career guidance classes, attendance in activities sponsored by the Career Center, and other related activities offered by the College. (Responsibility: Director of Guidance.)
6. Monitor the participation of underrepresented ethnic minority students during priority registration, and implement an alert system that will remind students to process their registration requests for classes. (Responsibility: Registrar.)
7. Provide opportunities for underrepresented ethnic minority students to participate in exploratory activities that will encourage interest in non-traditional careers. (Responsibility: Director of Guidance.)

Evaluation Measures: Progress toward this goal will be indicated by declines in the disparities that now exist among ethnic groups in their choice of majors and careers.

Goal IV

Encourage sensitivity of staff and students in valuing and fostering diversity.

1. Study the feasibility of mentoring or intern programs which would provide opportunities for needed role models for underrepresented ethnic minority students. (Responsibility: Director of Affirmative Action.)
2. Provide role models for underrepresented ethnic minority stu-

dents through implementation of the College's Affirmative Action Plan for Faculty and Staff. (Responsibility: Director of Affirmative Action.)

3. Working in cooperation with representatives of underrepresented ethnic minority groups, encourage programs, workshops, and staff development opportunities related to cultural diversity and cultural sensitivity. Encourage participation in such workshops by administration, faculty, staff, and students. (Responsibility: Director of Affirmative Action.)
4. Encourage appointment of membership on college committees and councils which reflects the ethnic diversity of the staff, the student population, and the community. (Responsibility: Academic Senate, Classified Senate, Student Government, Superintendent/President)
5. Provide opportunities for informal discussion by faculty, staff, students, and administrators on the topic of ethnic diversity and its impact on the College community. (Responsibility: Director of Affirmative Action.)

Evaluation Measures: Progress toward this goal will be indicated by: (1) Trends on attitude surveys among faculty, staff, administration, and students which show an increasing sensitivity to the culture and problems of underrepresented ethnic minority students; and (2) A decline in the number of incidents and complaints about insensitivity to minority students.

II FACULTY AND STAFF DIVERSITY PLAN

The District's commitment to equal opportunity focuses on both students (as outlined above) and staff.

A. Regulations and Legislation

California State administrative regulations require that the College's governing board develop and adopt a faculty and staff diversity plan to implement its affirmative action employment program.

The District has such a plan, but it is now out of date. A major revision of the plan will be completed and submitted to the Chancellor's Office in December, 1993.

The revised plan will reflect changes in the Title 5 regulations related to faculty diversity and the handling of discrimination complaints. The revised plan will also address changes to the implementation, dissemination, evaluation, and monitoring of the plan which will reflect the uniqueness of the District's faculty, staff, and students organizational structure, and changing demographics of the state and county.

For the first time, minimum standards for faculty and staff diversity have been set via the regulations, and are required as a condition for the District to receive state aid. Therefore, the plan will be required to incorporate standards for screening, selection, and hiring decisions.

The new plan will not be limited simply to compliance with the state administrative regulations, but will also address the nondiscrimination requirements imposed by state and federal laws which aim to ensure that employment decisions and practices are not biased by race, ethnicity, gender, age, religion, mental or physical disability, medical condition, marital status, or other similar factors. These laws include the Civil Rights Acts of 1866, 1964, and 1991, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act of 1990, the California Fair Employment and Housing Act, the Sex Equity in Education Act, and Assembly Bill 803 of 1977.

B. What the Plan Requires

Although much of the detailed substance is still undergoing revision, the plan will, in accordance with Title 5, contain:

1. The designation of the district employee who has been delegated responsibility for implementing the plan and assuring compliance.

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2. The procedure for filing complaints and the person with whom such complaints are to be filed.
3. A process for notifying all district employees of the provisions of the plan.
4. A process for ensuring that district employees who are to serve on screening or selection committees shall receive training on the requirements of state and federal non-discrimination laws.
5. A process for providing annual written notice to appropriate community organizations concerning the District's plan and obtaining assistance from the community in identifying qualified members of historically underrepresented groups for openings in the District.
6. An analysis of the number of persons from historically underrepresented groups who are employed in the District's workforce and those who have applied for employment in each of the job categories listed in Section 53004(a).
7. An analysis of the extent to which women, ethnic minorities, and persons with disabilities are underrepresented in comparison to the numbers of persons from such groups whom the Chancellor determines to be available and qualified to perform the work required for each job category. (This has been partially completed. See "Minority Group Equity at Delta College: Trends in Student Access and Affirmative Action Hiring," Delta College Research Report, June 1993.)
8. A plan of corrective action, including goals and timetables for hiring and promotion, which is necessary to remedy any underrepresentation identified in the plan by achieving proportionate representation for all historically underrepresented groups in all job classifications.

C. Goals and Time Tables

The core of the plan includes goals and timetables for hiring and promoting members of historically underrepresented groups. This element of the plan addresses the system-wide goal, set forth in AB 1725, that by 1992-93 30 percent of all new hires in the system should be ethnic minorities.

The near term goal to achieve a 30 percent full-time hiring rate of ethnic minorities during the 1992-93 year has been successfully achieved (as reported by the Chancellor's Office in its Annual Report to the Board of Governors). The District's contribution to this system-wide goal is indicated by its 32 percent hiring rate of full-time minority faculty during the fall 1988 to fall 1991 period.

Establishing goals and time tables is clearly the *sine qua non* of affirmative action. This critical element of the District plan has been completed. Following are the numerical goals established for the San Joaquin Delta Community College District by EEO-6 occupational categories for the period Fall 1993 through Fall 1995, as determined by labor force availability data provided by the Chancellor's Office. The achievement of these goals will fulfill Delta College's commitment to equity on its own campus, and it will also constitute its contribution to the system-wide, long-term goal. That goal, as stated in AB 1725, is to have the cumulative workforce of the community colleges proportionately reflect the ethnic composition of the state population.

Executive/Administrative/Managerial
Total Staff Size=55

Underrepresented Group	Under-Representation	Goals		
		93-94	94-95	95-96
Am Ind. / Alaskan Nat.	0	0	0	0
Asian / Pacific Islander	1	1	0	0
Black	0	0	0	1
Hispanic	0	0	1	0
Women	9	3	3	3

Faculty: Social Science
Total Staff Size=21

Underrepresented Group	Under-Rep- resentation	Goals		
		93-94	94-95	95-96
Am Ind./Alaskan Nat.	0	0	0	0
Asian/Pacific Islander	0	0	0	0
Black	1	0	1	0
Hispanic	1	1	0	0
Women	4	2	1	1

Faculty: Humanities
Total Staff Size=83

Underrepresented Group	Under-Rep- resentation	Goals		
		93-94	94-95	95-96
Am Ind./Alaskan Nat.	0	0	0	0
Asian/Pacific Islander	1	0	0	1
Black	0	0	0	0
Hispanic	0	0	0	0
Women	2	1	1	0

Faculty: Career Education
Total Staff Size=49

Underrepresented Group	Under-Rep- resentation	Goals		
		93-94	94-95	95-96
Am Ind./Alaskan Nat.	0	0	0	0
Asian/Pacific Islander	4	2	1	1
Black	2	0	1	1
Hispanic	2	1	1	0
Women	6	2	2	2

Faculty: Natural Sciences
Total Staff Size=38

Underrepresented Group	Under-Rep- resentation	Goals		
		93-94	94-95	95-96
Am Ind./Alaskan Nat.	0	0	0	0
Asian/Pacific Islander	0	0	0	0
Black	1	1	0	0
Hispanic	3	1	1	1
Women	11	2	1	1

Faculty: Health & Physical Education
Total Staff Size=27

Underrepresented Group	Under-Rep- resentation	Goals		
		93-94	94-95	95-96
Am Ind./Alaskan Nat.	0	0	0	0
Asian/Pacific Islander	0	0	0	0
Black	0	0	0	1
Hispanic	1	0	1	0
Women	4	2	1	1

Faculty: Instruction and Support Services
Total Staff Size=21

Underrepresented Group	Under-Rep- resentation	Goals		
		93-94	94-95	95-96
Am Ind./Alaskan Nat.	0	0	0	0
Asian/Pacific Islander	0	0	0	0
Black	0	0	0	0
Hispanic	0	0	0	0
Women	6	1	0 or 1	0 or 1

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Faculty: Adult Education/Non-Credit
Total Staff Size=2

Underrepresented Group	Under-Rep- resentation	Goals		
		93-94	94-95	95-96
Am Ind./Alaskan Nat.	0	0	0	0
Asian/Pacific Islander	0	0	0	0
Black	0	0	0	0
Hispanic	0	0	0	0
Women	0	0	0	0

Faculty: Part-Time
Total Staff Size=446

Underrepresented Group	Under-Rep- resentation	Goals		
		93-94	94-95	95-96
Am Ind./Alaskan Nat.	1	0	0	1
Asian/Pacific Islander	10	6	6	6
Black	0	5	5	5
Hispanic	0	7	7	7
Women	12	4	4	4

Professional Non-Faculty
Total Staff Size=3

Underrepresented Group	Under-Rep- resentation	Goals		
		93-94	94-95	95-96
Am Ind./Alaskan Nat.	0	0	0	0
Asian/Pacific Islander	0	0	0	0
Black	0	0	0	0
Hispanic	0	0	0	0
Women	0	0	0	0

82

Clerical/Secretarial
Total Staff Size=127

Underrepresented Group	Under-Rep- resentation	Goals		
		93-94	94-95	95-96
Am Ind./Alaskan Nat.	1	1	0 or 1	0 or 1
Asian/Pacific Islander	0	0	0	0
Black	0	0	0	0
Hispanic	0	0	0	0
Women	0	0	0	0

Technical & Paraprofessional
Total Staff Size=82

Underrepresented Group	Under-Rep- resentation	Goals		
		93-94	94-95	95-96
Am Ind./Alaskan Nat.	1	0	1	0
Asian/Pacific Islander	0	0	0	0
Black	1	1	0	0
Hispanic	0	0	0	0
Women	0	0	0	0

Skilled Crafts
Total Staff Size=15

Underrepresented Group	Under-Rep- resentation	Goals		
		93-94	94-95	95-96
Am Ind./Alaskan Nat.	0	0	0	0
Asian/Pacific Islander	0	0	0	0
Black	0	0	0	0
Hispanic	2	1	0 or 1	0 or 1
Women	0	0	0	0

83

Service/Maintenance
Total Staff Size=79

Underrepresented Group	Under-Rep- resentation	Goals		
		93-94	94-95	95-96
Am Ind. / Alaskan Nat.	1	0	0	1
Asian / Pacific Islander	0	0	0	0
Black	0	0	0	0
Hispanic	10	3	3	1
Women	0	0	0	0

The revised plan will specify the actions and resources required to achieve these goals and time tables, and a process for monitoring their attainment. Accomplishment of these goals will insure that the ethnic, cultural, and language diversity of the College's employees is recognized and valued.





Delta College educational opportunities are not limited to the classroom.

Figure 12

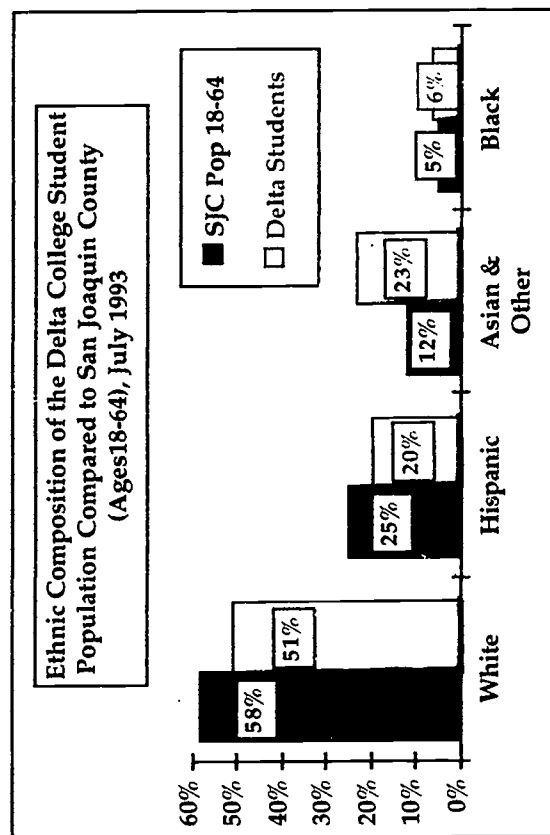
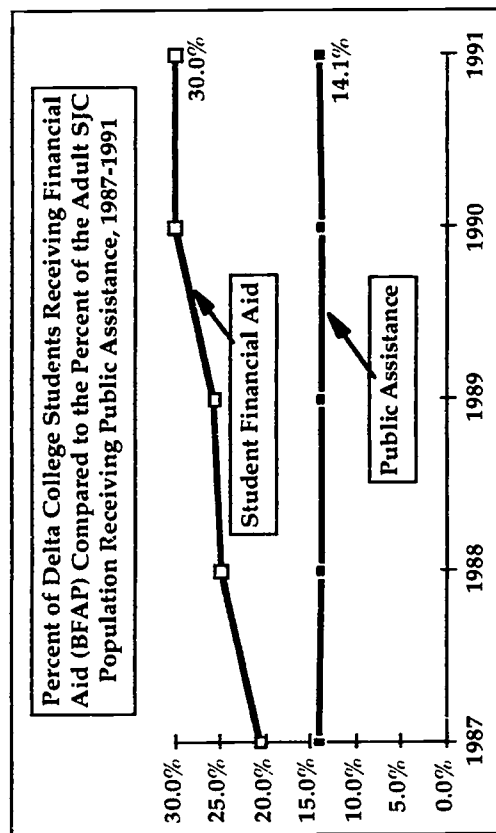


Figure 13



V INDICATORS OF PROGRESS

So how is the College doing in its efforts to accomplish the goals that are implicit and explicit in these plans?

Comprehensive evaluations remain to be done, but some data are available on the progress the College is making toward achieving the major goals that cut across many of these plans.

A. STUDENT ACCESS

1. Students From Different Ethnic Groups

Delta is doing a good job on the basic task of serving a representative cross section of the ethnically diverse population that comprises the District. As shown in **Figure 12**, the ethnic composition of the College's student population is generally reflective of the District's adult population. Whites are somewhat underrepresented (51 percent in the student population vs. 58 percent in the adult population); Hispanics are under represented by a numerically smaller but proportionally greater extent (20 percent vs. 25 percent); Asians are substantially over represented (23 percent vs. 12 percent); and the percent of Blacks in the community and student populations are essentially the same.

2. Needy Students

What comparative data we have indicate that the College is also doing a good job in providing educational opportunities to the economically disadvantaged students in the community

Figure 13 compares the percent of Delta College students receiving financial aid with the percent of the adult population in San Joaquin County receiving public assistance. The percent of Delta College students receiving financial aid has risen from 20 percent to 30 percent since 1987, and in 1991 (the latest year for which comparative data were available) was twice as great as the percent receiving assistance in the general population. These data strongly suggest that Delta's student population is not biased toward the well-off, and that the College is fulfilling its mission of providing educational opportunities to those in need.

B. STUDENT SUCCESS

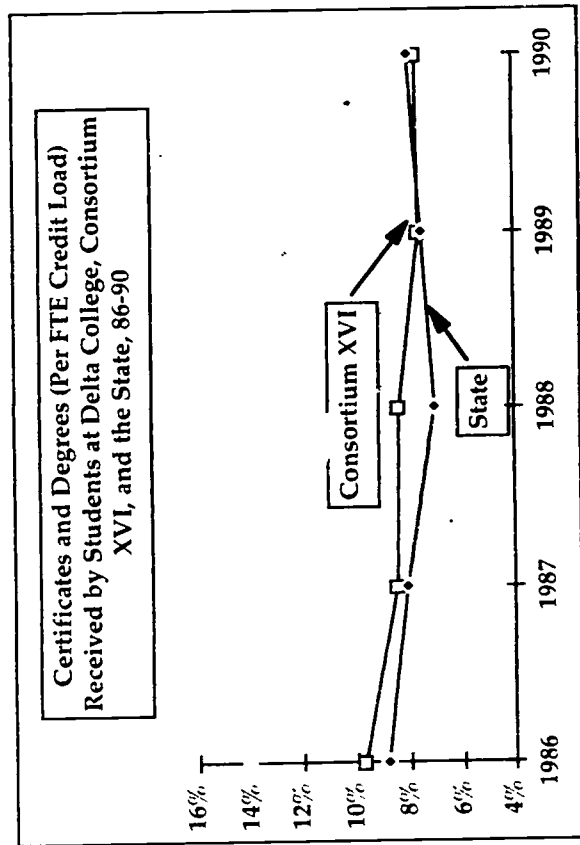
Again, only limited data are available, but they indicate that Delta College students are doing as well or better than students from other community colleges on several important indicators of educational success.

1. Certificates and Degrees

Figure 14 shows the number of certificates and degrees (per FTE credit load) awarded by Delta College from 1986 through 1990 (the latest date for which comparative data are available), and the average number awarded by all California community colleges and a special group of 16 single-college districts that are comparable to Delta.

Delta is awarding significantly more degrees and certificates than community colleges throughout the state as a whole or the group of more comparable institutions.

Figure 14



In addition to the College's better-than-average performance in the overall awarding of degrees and certificates, the ethnic makeup of those receiving degrees or certificates closely parallels that of the student population at large.

Figure 15 compares the ethnic composition of those receiving degrees or certificates with the ethnic composition of the entire student population three years earlier (since the average time to graduation now exceeds two years). These comparisons are provided for two points in time, 1986-87 and 1992-93. For both periods, the differences in ethnic composition between those receiving degrees and the entire student population are small, and there is not any consistent trend up or down, with the exception of Asian students, and that difference has disappeared in the most recent comparison.

Figure 15

**Ethnicity of Students Receiving Degrees or Certificates
at Delta College Compared to the Ethnicity of the
Student Population, 1986-87 and 1992-93**

Group	(A) Students (1983-84) (N=15,265)		(B) Certifs + Degrees (1986-87) (N=1,304)		(C) Difference		(D) Students (1989-90) (N=19,139)		(E) Certifs + Degrees (1992-93) (N=1,329)		(F) Difference	
	Students	Certifs + Degrees	Students	Certifs + Degrees	Students	Certifs + Degrees	Students	Certifs + Degrees	Students	Certifs + Degrees	Students	Certifs + Degrees
White	59%	56%	56%	59%	-3%	3%	57%	59%	21%	21%	2%	0%
Asian & Other	23%	31%	31%	21%	8%	8%	21%	21%	17%	15%	-2%	-2%
Hispanic	13%	11%	11%	13%	-2%	2%	5%	5%	43%	41%	-2%	-2%
Black	5%	3%	3%	5%	-2%	2%	5%	5%	5%	5%	0%	0%
All Minorities	41%	45%	45%	41%	4%	4%	43%	41%	43%	41%	-2%	-2%

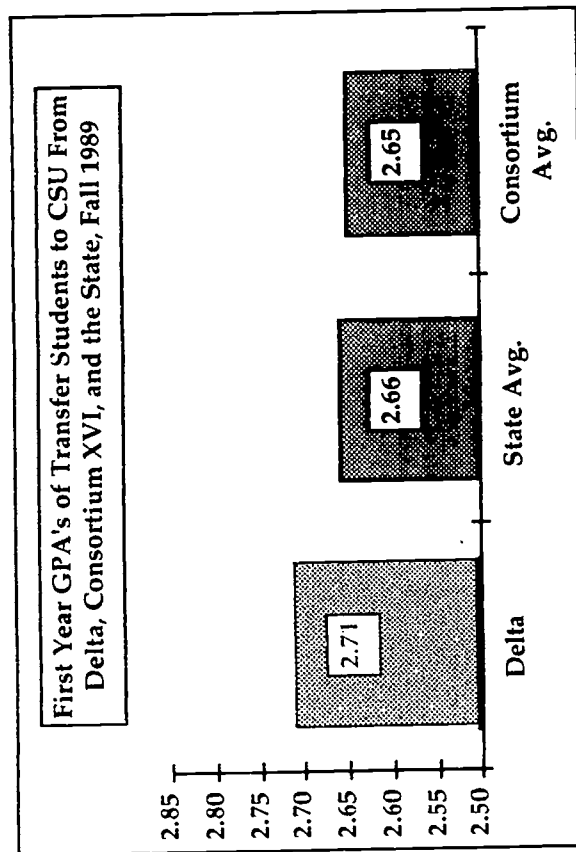
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5.90

2. Performance of Transfer Students

The most recent comparative data we have (Figure 16) indicate that Delta College students who transfer to CSU campuses (which is where most Delta transfers go) achieve a higher GPA in their first year than students transferring from other community colleges throughout the state, or students transferring from the more comparable colleges in the Consortium XVI group.

Figure 16



C. STUDENT SATISFACTION

The quality of an educational institution is reflected in the attitudes students have about their learning environment.

Surveys indicate that Delta College students have a highly positive overall assessment of the quality of education they receive, (Figure 17), and of the educational services the College provides (Figure 18).

Students also express a high level of satisfaction with the attitude of the teaching staff (Figure 19).

Figure 17

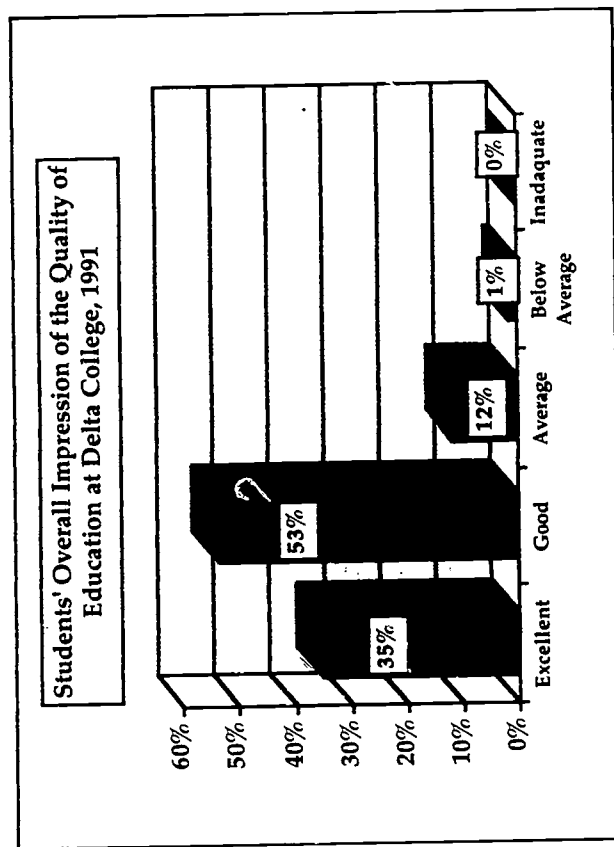
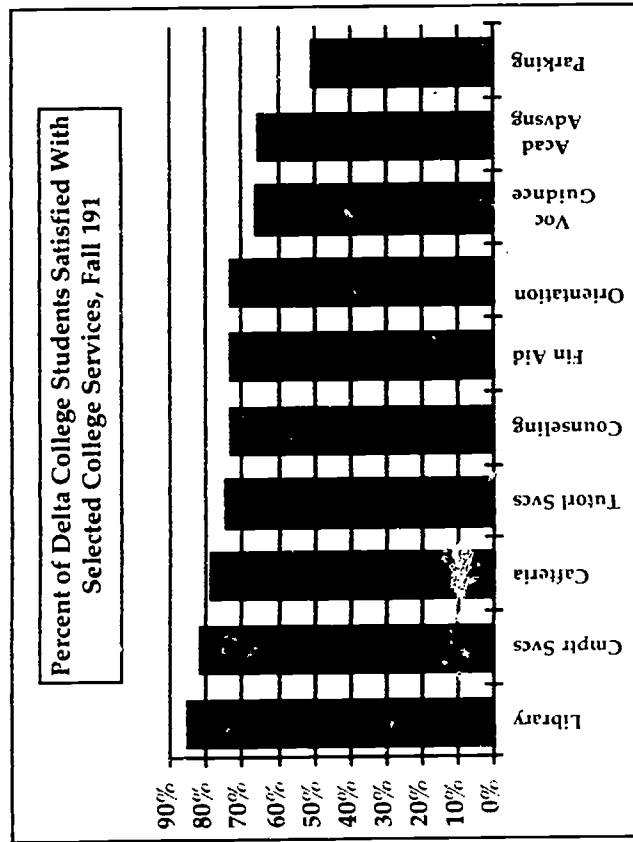


Figure 18



D. EQUITY AND AFFIRMATIVE ACTION

One of the College's principal goals is to provide women and ethnic minorities with opportunities for occupational advancement, and to achieve a work force that reflects the increasing diversity of the state and the local community.

These objectives are likely to remain on the agenda of unfinished business for some time, but significant progress is being made.

In recent years, the College has made substantial increases in the percent of females and minorities in the faculty and administrative ranks (Figures 20 thru 23), and the percent of Black and Hispanic administrators now exceed the Labor Force Parity Standards developed by the State (Figure 24).

Figure 20

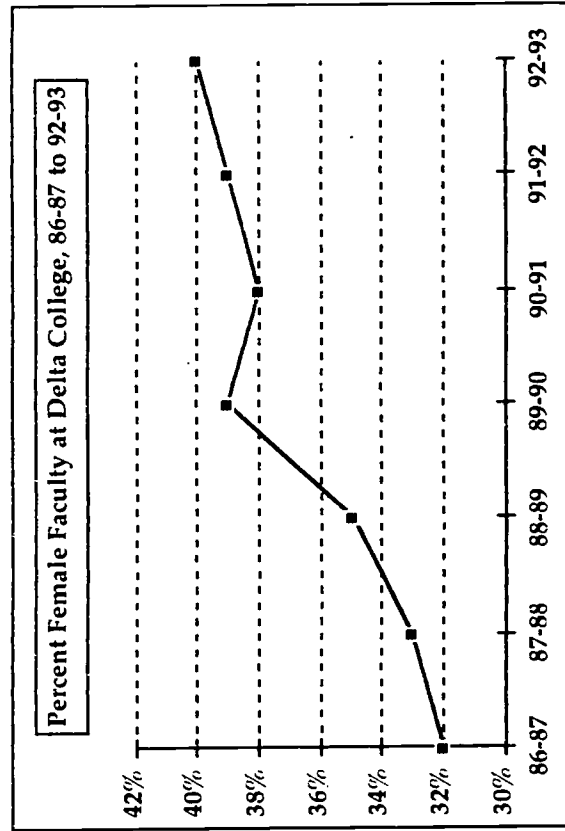


Figure 19

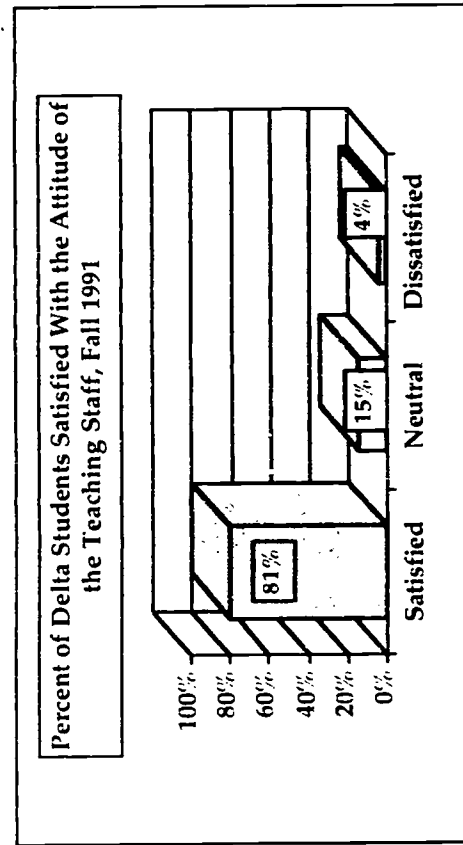


Figure 21

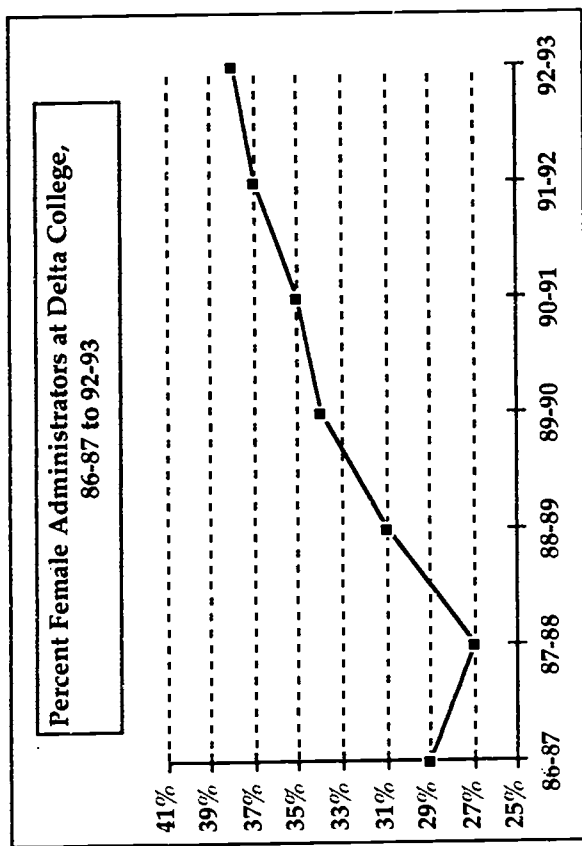


Figure 23

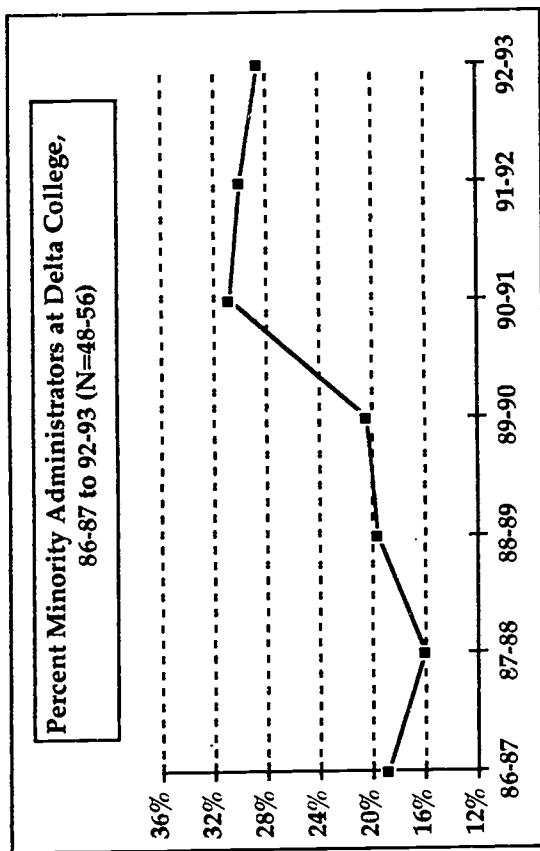


Figure 22

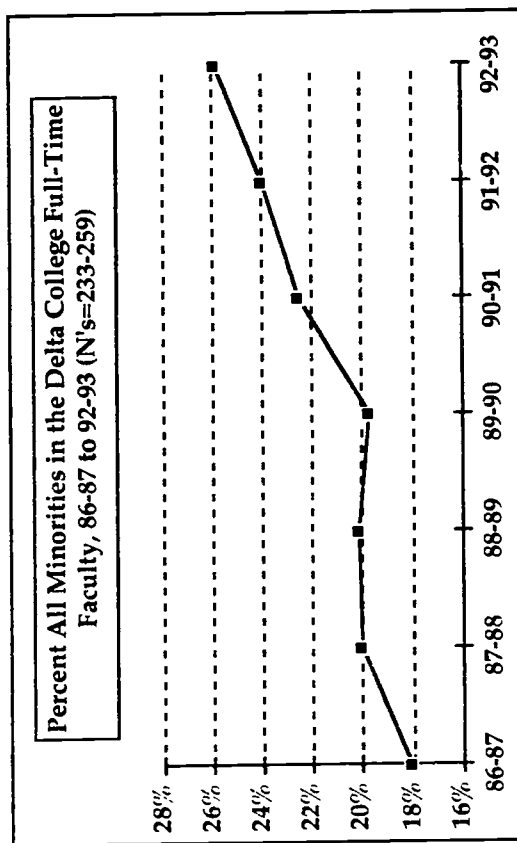


Figure 24

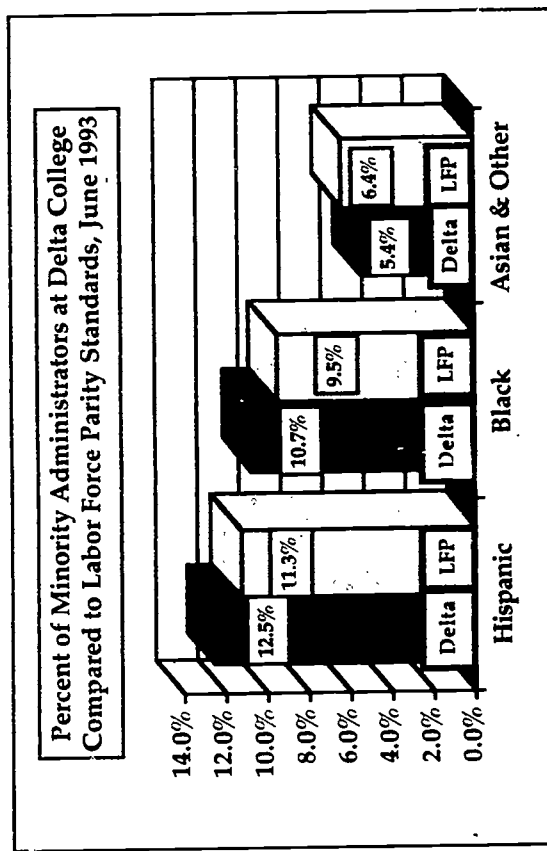
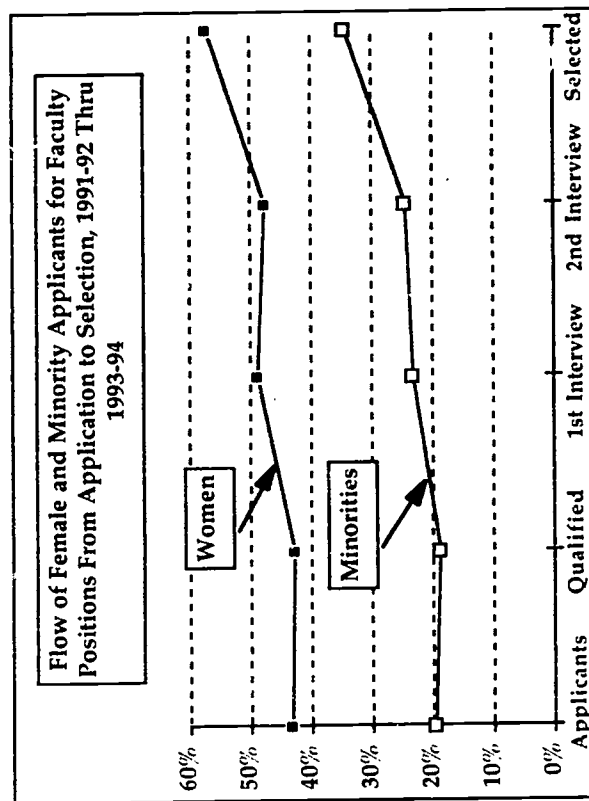


Figure 25 illustrates the process by which these gains at Delta College have been made. A common complaint among college administrators attempting to increase the percent of women and minorities on their staffs is that there aren't enough qualified applicants, and that because of the effects of past discrimination the less qualified applicants cannot compete during the selection process.

Delta has had a different experience. The percent of women and minority applicants to its faculty vacancies reflects the percent of qualified women and minorities throughout the state, according to the Staff Availability standards published by the Chancellor's Office.

More important, as shown in **Figure 25**, women and minorities do not get progressively filtered out as they pass through the phases of the selection process. On the contrary, the final group of selectees has a higher percent of women and minorities than the original pool of applicants.

Figure 25



E. FISCAL CONDITION

The College cannot achieve any of its educational goals unless its financial house is in order.

Delta is fortunate in that a long period of conservative fiscal management has kept the College in strong financial condition.

Its administrative costs remain below both the State average and the average for the more comparable Consortium XVI group (**Figure 26**).

Even more important, the College has consistently maintained an above average level of reserves (fund balance) which are now providing protection against the chronic funding shortfalls and budget reductions at the State level (**Figure 27**).

Figure 26

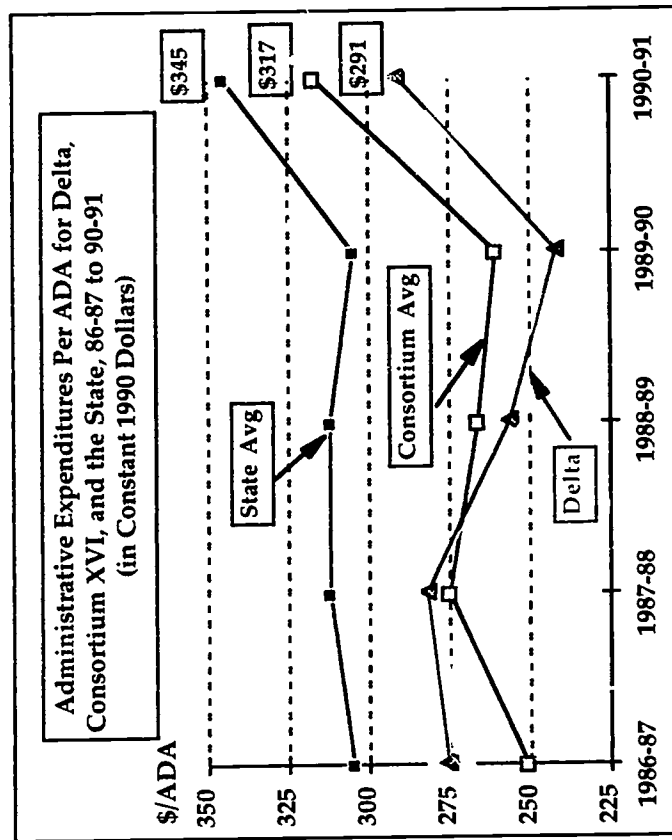
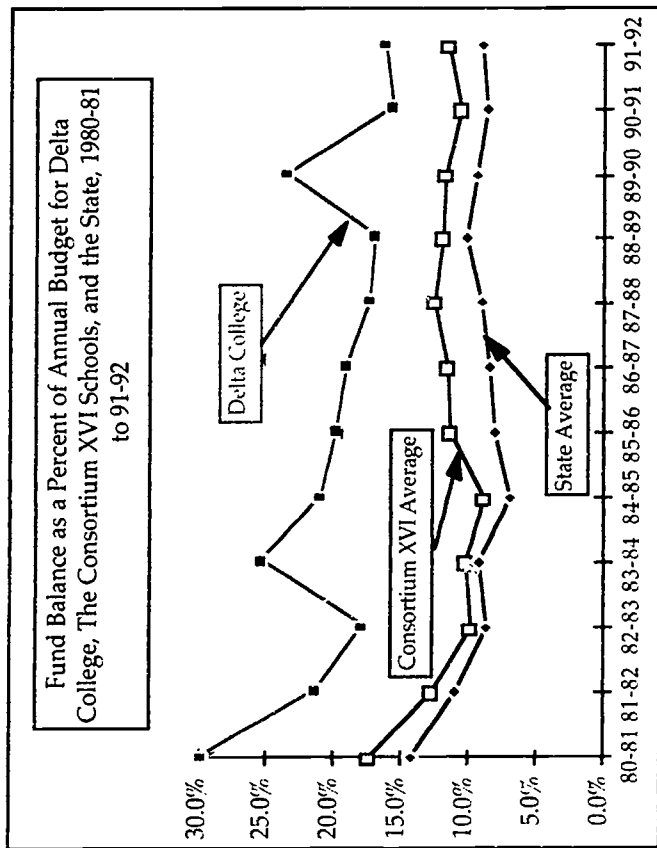


Figure 27





At Delta College, all of life is a stage, an opportunity for learning.

VI. PLANNING IN THE FUTURE

Although uncertainties abound, the economic, political, cultural, and demographic realities in the State of California and the San Joaquin Valley make the challenge Delta College faces very clear.

That challenge is to provide affordable, high quality education and job training to an increasingly diverse and under-prepared student population in an era of declining resources.

Effective planning is essential to meeting this challenge. While the activities and efforts outlined in this report constitute a good beginning, three major enhancements to the College's planning system remain to be accomplished to make it equal to the challenges of the coming decade: (1) the establishment of a rigorous, objective program review system; (2) the expansion of current plans into a system of management by objectives; and (3) the integration of planning and budgeting.

1. A good program review objectively assesses the effectiveness of a program. It does this by determining how well the program achieves its objectives. It therefore provides the basis for answering the important questions that all those concerned with the program have about it:

- Does the program serve an important community need?
- Do students value the program's courses and instructors, and learn from them?
- Do faculty members achieve results from their teaching efforts?
- Do administrators have a solid basis for expanding effective programs, and improving or deleting ineffective ones? Do they have the information they need to responsibly plan future budgets, facilities, and staff?

In short, good program reviews provide students, faculty, administrators, and board members with objective data on the

need for the program, its effectiveness, its cost, and the changes that need to be made in it. They thus provide the information necessary to evaluate programs, make decisions about them, and thereby improve the quality of education. They are essential to effective planning.

2. If planning systems are to have real effect on the institution's policies, programs, and resource allocations, they must move beyond generalized goal statements to an operational planning system which establishes specific, quantifiable objectives and a mechanism to monitor their accomplishment.
3. If planning is to have other than rhetorical quality, the College must confront the difficult requirement of integrating the planning and budgeting processes. Unless planning and budgeting are joined, so that the priorities of carefully developed plans determine resource allocations, and budgets are guided by the plans, planning becomes a disconnected academic exercise, and budgeting proceeds on an ad hoc, incremental basis.

The College has made good progress in establishing the groundwork of an effective planning system. The goal now is to move beyond these beginnings and pursue the more ambitious goals outlined above.



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